

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 1 of 14

1. Introduction

At Bridlewood Primary School, we aim for every member of our school community to feel valued and that each person is treated fairly in a happy, calm and caring environment. This allows everyone to work together in an effective and considerate way.

The school has three core values which underpin the way we expect everyone in our community to behave: **respect, responsibility and honesty**. These also align with The Park Academies Trust expectations and values of: **ambition, courage, respect and integrity**.

2. Aims

- To create a safe, respectful and inclusive environment where optimum learning takes place.
- To promote high standards of behaviour and support all pupils to achieve their full potential.
- To provide clear guidance for pupils, staff and parents of expected standards of behaviour.
- To develop in pupils, a sense of self-discipline and self-regulation so that each pupil learns to take responsibility for their own behaviour.
- To ensure all adults use consistent language to promote positive behaviour, using restorative approaches.
- To ensure all adults in the school community (including parents and staff) take responsibility for managing behaviour through effective positive relationships and clear routines.
- To prevent bullying and discrimination.

3. Legal Framework

- The Equality Act
- Behaviour in schools: advice for executive principles and school staff
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Restrictive interventions including use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) code of practice

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 2 of 14

In addition this policy is based on:

- Schedule 1 of the Education Regulations: which outlines a school's duty to safeguard and promote the welfare of children; requires the school to have a written behaviour policy; requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with The Park Academies Trust funding agreement and articles of association.

4. Roles and Responsibilities

Headteacher

Model the school values, positive relationships and expected behaviour.
 Regularly celebrate pupils whose efforts go above and beyond expectations.
 Encourage the use of positive praise.
 Ensure staff training needs are identified and met.
 Use behaviour records to track trends and address issues.
 Support teachers in managing pupils with more complex or challenging behaviours.
 Responsible for issuing (external) suspensions and exclusions for serious acts of misbehaviour.

School Staff

Take time to welcome pupils into class at the start of the day.
 Create a positive relationship with every pupil they teach.
 Model the school values, positive relationships and expected behaviour.
 Have high expectations and establish clear routines for expected pupil behaviour.
 Provide a personalised approach to the specific behavioural needs of particular pupils.
 Provide a high-quality curriculum delivered through interesting and challenging activities.
 Show enthusiasm, passion and excitement about school and learning.
 Explicitly teach the values, attitudes, knowledge and skills to promote positive behaviour.

Parents/Carers

Support their child to adhere to the school's Relationships & Behaviour policy.
 Inform the school of any circumstances which may affect their child's behaviour.
 Discuss any behavioural concerns with the class teacher promptly.
 Model the school values of respect, responsibility and honesty.

	Bridlewood Primary School	Last Reviewed April 2026
	Relationships & Behaviour Policy	Policy next to be reviewed: September 2026
		Page 3 of 14

Pupils

Work to the best of their ability and allow others to do the same.

Treat everyone with respect and kindness including online and outside of school.

Take responsibility for using taught strategies to manage their emotions.

Take care of school property and the environment.

5. Rewards and Recognition

We acknowledge and praise pupils for their good behaviour and attitudes to learning. This may include:

- Smile, verbal praise ('well done'), thumbs-up.
- Stickers and team points.
- Star of the day.
- Positive feedback to parents.
- Eating with the headteacher at the 'top table' for positive lunchtime behaviour.
- Weekly celebration assembly certificates and awards.
- Termly behaviour awards: Bronze, silver, gold and platinum star award badges given to pupils who consistently demonstrate our school values, act as a positive role model to others and make consistently good behaviour choices (see Appendix 2 for criteria).

6. Self Awareness

We encourage pupils to be self-aware

We recognise the link between emotional regulation and behaviour, and the impact differing emotions can have throughout the day in a response to events as they occur, and the behaviours that are displayed. If we are able to recognise when we are becoming less regulated, we are able to do something about it. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. Therefore, we provide regular opportunities for pupils to share how they are feeling as a preventive measure for unwanted behaviour. These opportunities are built into the school routine and adults respond to all pupils' attempts to communicate their feelings. We do this by using the Zones of Regulation.

Zones of Regulation

At Bridlewood Primary School, we have implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Adults and pupils alike, adopt the principles of the Zones on a daily basis and we incorporate these into lessons and daily life. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

	Bridlewood Primary School	Last Reviewed April 2026
	Relationships & Behaviour Policy	Policy next to be reviewed: September 2026
		Page 4 of 14

There are four zones:

- ✓ **Green Zone** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- ✓ **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
- ✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- ✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The pupils learn to identify the emotions they are experiencing and the behaviour that may occur within each zone. They are taught how to regulate themselves using different strategies. When upset or angry, pupils require time to calm down and manage their emotions before discussion around any unwanted behaviour takes place. Therefore, in every classroom pupils have access to visuals to share how they are feeling and a range of strategies to support them to manage their behaviour dependent on the zone they are in.

In our Early Years Foundation Stage (EYFS), which includes pupils in our Nursery and Reception class, the use of the Zones of Regulation is adapted to meet the developmental needs of younger pupils. At this stage, children are still developing the language, self-awareness and regulation skills needed to independently identify and manage their emotions. Staff provide consistent modelling, simplified visual supports and co-regulation strategies to help pupils begin to recognise their feelings and explore simple, age-appropriate responses. Teaching is embedded throughout the day in play, stories, circle time, songs and routines. Staff use concrete examples and clear, accessible language. The emphasis is on building emotional literacy and early regulation skills, rather than expecting young pupils to fully self-regulate.

7. Sanctions

How we address misbehaviour

We use the Zones of Regulation as the first approach in preventing and addressing unwanted behaviours or dysregulated emotions. As a staff we recognise that self-reflection is also key to ensuring poor behaviour is addressed in the most appropriate way. A few pupils who need more support to regulate their behaviour may have different targets and strategies agreed with the SENDCo and Headteacher.

	Bridlewood Primary School		Last Reviewed April 2026
	Policy next to be reviewed: September 2026		
	Relationships & Behaviour Policy		Page 5 of 14

Step 1- Adults **notice** the dysregulated behaviour, help the pupil label their emotion/zone they are in and provide opportunities for them to calm down and regulate. This avoids pupils reaching a point of losing control and displaying physical or unwanted behaviour.

Step 2- If the unwanted behaviour continues, the pupil will receive a **reminder** from the class teacher/adult. The pupil is encouraged to use Zones of Regulation strategies to manage their emotion and adults will support the pupil by giving an example of a positive target on how to make a good choice. *i.e. remember to take your turn when speaking so that everyone has a chance to share*

Step 3 - If the unwanted behaviour continues the pupil will receive a reminder that unless they regulate their behaviour, they will spend some time during the next playtime to reflect on their choices. Adults will **direct** the pupil to use the Zones of Regulation strategies to help them regulate their behaviour and pupils are **offered a brain break** in the nurture room or snug or to go to another classroom to continue their learning.

Step 4- If the pupil is unable to regulate their behaviour they will be directed to have a **restorative conversation** with a member of senior staff during the **next playtime** to reflect on their behaviour choices. This action is recorded on CPOMs and parents/carers are informed at the end of the day.

Step 5- If the unwanted behaviour continues, the pupil and class teacher meet with the SENDCo or Headteacher and parent and a **behaviour target is agreed**. The pupil's behaviour is then **monitored** for a number of days. The class teacher gives feedback to the pupil and the parent/carers on whether or not they have met their behaviour target.

How we address serious or persistent negative behaviour

Our values, rewards, zones of regulation and sanctions work for the majority of pupils for most of the time, helping them develop good attitudes and keep to acceptable standards of behaviour. In rare instances, a pupil may have barriers that make it harder for them to follow our school values all the time.

Sanctions in the Early Years

Staff may temporarily restrict access to certain activities or areas to help the pupil return to successful and safe engagement. These limits are always explained clearly and simply, with adult support provided to help the pupil understand and move forward. In some cases where misbehaviour is recurrent or is serious misbehaviour, pupils may spend some of their lunchtime play reflecting on their choices. Any such response remains proportionate, developmentally appropriate, and rooted in helping the pupil build the skills they need to make better choices in future.

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 6 of 14

8. Adaptations for SEND & Trauma

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) or as a result of historic or ongoing trauma. This does not mean we ignore the behaviour, but it may need a different approach to managing the behaviour and supporting all involved.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's needs, although we recognise that not every incident of misbehaviour will be connected to their circumstances. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policy and practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible all likely triggers of misbehaviour and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting the sanctions for specific pupils

When considering the behavioural sanction for a pupil with SEND or trauma, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND or trauma?
- Whether the pupil is likely to behave aggressively due to their particular SEND or trauma?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so whether any reasonable adjustments need to be made to the sanction.

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 7 of 14

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review this on a regular basis.

Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

9. Suspensions and Permanent Exclusions

Only the headteacher (or acting headteacher) has the power to suspend or exclude a pupil from school. This will be done in response to serious breaches of the school's Relationships and Behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently.

If the headteacher suspends or excludes a pupil s/he informs the parents immediately giving reasons for the suspension or exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal.

The headteacher will call in outside agency support in order to re-integrate the pupil if appropriate. The headteacher informs the Local Authority, Trust and the Local Governing Committee immediately of both suspensions and permanent exclusions.

Further detail is set out in our suspensions and exclusions policy.

	Bridlewood Primary School	Last Reviewed April 2026
	Relationships & Behaviour Policy	Policy next to be reviewed: September 2026
		Page 8 of 14

10. Bullying and Discrimination

Child on Child Abuse

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A pupil may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. Child on child abuse is not acceptable and our school has a zero tolerance approach to such behaviour. Incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys' and school sanctions will apply whether this happens in school or in the community.

Child on child abuse can be:

- Bullying - The school does not tolerate bullying of any kind including cyber-bullying and all prejudice-based and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We encourage pupils and parents to tell us if bullying is suspected. Further detail is set out in our Anti bullying policy and the 'child friendly' version written and reviewed by the Anti Bullying Ambassadors annually.
- Child on child sexual abuse – This includes all acts of sexual violence, sexual harassment and the sharing of nude or semi-nude images. If we discover any occurrence of such behaviour, we will act immediately to support the victim, inform parents and report to the safeguarding team. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school will determine whether we manage the incident internally, refer to early help, refer to children's social care or report to the police, dependent on the severity of the incident. Further detail is set out in our safeguarding and child protection policy.

11. Restrictive Intervention

Staff only intervene with restrictive interventions including the use of reasonable force if it is reasonable, proportionate and necessary and is in the best interests of that pupil or others around them or they are seriously damaging property, committing a criminal offence or causing disorder among pupils at the schools whether during a teaching session or otherwise. Some key staff have been trained to carry out restraint safely using Team Teach strategies and it is only used as a last resort. De-escalation of a situation is always the first strategy. Pupils who are known to pose a risk will have an individual positive handling plan and risk assessment. All behaviour incidents involving restrictive intervention including physical intervention or seclusion are recorded and reported to parents/carers. Further detail can be found in our policy on 'Restrictive Interventions'.

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 9 of 14

12. Searching and Confiscation

An authorised member of staff (headteacher/deputy head) may search pupils or their belongings if there are reasonable grounds. There will be another member of staff present to witness the search.

Prohibited items include weapons, drugs, alcohol, and stolen goods. Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with parents if appropriate.

13. Behaviour Outside School

Sanctions may be applied where a pupil has misbehaved off-site when representing the school:

- Travelling to and from school.
- When wearing school uniform.
- On school trips, fixtures or school-related activities.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time whether or not the above conditions apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Sanctions may also be applied for **online misbehaviour** when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 10 of 14

14. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to apply sanctions in accordance with this policy. In collaboration with the Local Authority designated officer (LADO) the school will consider whether the pupil making the false, unfounded, unsubstantiated or malicious allegation is in need of help and therefore if a referral to children's social care is appropriate. Please refer to the school safeguarding policy for more details.

15. Monitoring and Review

Behaviour incidents are recorded and analysed termly for any trends.

The policy is reviewed annually by the headteacher and local governing committee.

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 11 of 14

Appendix 1: Definitions

Misbehaviour

Behaviour Category	Definition
Teaching and Learning	- Deliberately disrupts activities e.g. walking away, wandering around - Not following instructions - Communicating inappropriately e.g. making inappropriate noises, calling out - Uncooperative behaviour in group activities - Limited effort or avoidance to complete work - Repeatedly handing in homework late
Verbal	- Name-calling - Rudeness/lack of manners - Use of inappropriate language e.g. swearing
Physical	- Involvement in physical conflict e.g. pushing, intimidation, instigation and retaliation
Damage	- Thoughtless or careless abuse of school equipment - Thoughtless or careless abuse of others' work or belongings

Serious Misbehaviour

Behaviour Category	Definition
Teaching and Learning	- Repeated and persistent breaches of school rules and disruption in the classroom
Verbal	- Verbal threats or aggression to others - Verbal bullying including online - Racist, sexist homophobic or discriminatory behaviour
Physical	- Repeated and deliberate punching, kicking, hitting, biting, spitting or throwing objects - Violence towards others in the school community - Physical bullying including in the community
Damage	- Vandalism – damaging school or others' property with intent
Sexual	- Sexual comments - Sexual jokes/taunting - Physical behaviour such as interfering with clothes - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude and semi-nude images and/videos, or sharing of unwanted explicit content - Sexual violence

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 12 of 14

Bullying	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 - Difficult to defend against The term bullying is therefore not appropriate when describing one off incidents, accidents, incidents without intent or friendship fall outs. Specific details of our school's approach to preventing and addressing bullying are set out in our anti bullying policy.
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	Bridlewood Primary School	Last Reviewed April 2026
	Relationships & Behaviour Policy	Policy next to be reviewed: September 2026
		Page 13 of 14

Appendix 2: Behaviour Award Criteria

Bronze Award



You can earn a bronze award from year 1 onwards. Make sure you:

- ✓ Demonstrate the school values of respect, responsibility and honesty
- ✓ Follow instructions as soon as you are given them.
- ✓ Behave well at lunch times, break times and in assemblies.
- ✓ Respond positively to any reminders given in lessons.
- ✓ Always take care with your work.
- ✓ Speak kindly and respectfully to others.
- ✓ Always be ready to learn.
- ✓ Avoid any playtime sanctions for at least 2 terms

Silver Award



You can earn a silver award from year 3 onwards. Make sure you:

- ✓ Continue all of the steps listed above.
- ✓ Avoid any playtime sanctions for at least 4 terms.

Gold Award



You can earn a gold award from year 5 onwards. Make sure you:

- ✓ Continue all of the steps listed above.
- ✓ Avoid any playtime sanctions for at least a year.
- ✓ Set an example for the younger pupils to follow.

Platinum Award



You can only earn a platinum award in year 6.

This award is very special. It is a reward from the adults at Bridlewood that is given for those who consistently live out the Bridlewood values and are an exceptional role model to younger pupils.

	Bridlewood Primary School	Last Reviewed April 2026
		Policy next to be reviewed: September 2026
	Relationships & Behaviour Policy	Page 14 of 14

Appendix 3: Playtime Restorative Conversation Prompts for Adults

Honesty

1. Can you tell me what happened from your point of view?
2. Can you explain why you think this happened?
3. How did you feel when this happened (which colour zone of regulation)?
4. How could this have been avoided?

Respect

5. How do you think the other person/people felt when this happened?
6. What do you think should happen now (say sorry, fix the damage, help tidy up, miss playtime...)?

Responsibility

7. What will you remember next time you are in that situation (use the zones of regulation strategies, use kind hands, tell an adult, think before I speak...)?

Following the conversation:

- *Record on CPOMS*
- *Inform parents/carers*