



Deighton Gates Primary School: Relationships and Behaviour Policy

Adopted by Deighton Gates Governing Body – March 2026

1. Policy Principles

This Relationships and Behaviour Policy is founded on the belief that positive relationships are the foundation of effective learning and a harmonious school community. Its purpose is to clearly articulate the expectations, systems, and values that ensure every child and adult at Deighton Gates Primary School feels safe, respected, and ready to learn. This policy is designed to be proactive, focusing on teaching and modelling positive behaviours, and restorative when challenges arise, focusing on restoration and rebuilding trust. By implementing this approach consistently, we create a climate where pupils can develop strong emotional literacy and a profound sense of personal and social responsibility.

We aim to reflect the collaborative spirit of the Wharfe Valley community in all we do. Just as our local environment fosters connection and responsibility, this policy seeks to foster a connected, resilient, and inclusive school environment where every individual is valued and contributes positively to the collective well-being of the school.

The principles underpinning our approach are:

- **Building Relationships:** Prioritising the quality of relationships between all members of the school community.
- **Being Restorative:** Focusing on restoration, rebuilding relationships, and finding solutions when issues occur.
- **Taking Responsibility:** Empowering pupils to take ownership of their behaviour and its impact on others. Being accountable for their own actions
- **Remaining Praise-Orientated:** Systematically and consistently celebrating positive behaviour and effort.
- **Being Proactive:** Teaching, modelling, and practising positive social and emotional skills to prevent behaviour challenges.
- **Working in Partnership:** Working collaboratively with parents, carers, and external agencies to support pupils.

Please note that strategies and responses may be adapted in line with individual SEND needs, in accordance with the Equality Act (2010) and the school's commitment to inclusive practice.

2. Link with the School Vision and Values

Our Relationships and Behaviour Policy is inextricably linked to the core vision of Deighton Gates Primary School:

Excellence for All
Every Child Matters. Every Effort Counts.

By focusing on relationships and teaching self-regulation, we enable every child to demonstrate our CARE values daily:

- Compassionate
- Ambitious
- Resilient
- Equal

Our three layers of CARE are:

- We care about ourselves
- We care about our community
- We care about our world

3. Behaviour Expectations

- We use kind hand, kind feet and kind words
- We are polite and use our manners
- We follow instructions
- We use active listening
- We move around school quietly and sensibly
- We respect our school

This policy is one of the primary practical tools we use to live out these values, ensuring that our vision is not just a statement, but a visible, daily reality in every classroom and playground.

4. Policy Reach

All adults in school have a duty of care to maintain a safe, happy learning environment for our children. This includes working to avoid, and being proactive in, response to unacceptable pupil behaviour - where a child or group of children's behaviour falls below expectations; they fail to follow a reasonable instruction; or to complete assigned work.

This applies to child behaviour in school and, in certain circumstances, beyond the school gate. This can include when a pupil or group is taking part in any off site or out of hours school organised or school related activity, or behaviour outside school that poses a threat to another pupil.

This policy is in effect on the school premises or elsewhere when the child is under the lawful control of a staff member.

We value and respect the partnership with parents and appreciate parental support in upholding this behaviour policy. It is most important for all children to see parents and the school, working together to establish socially acceptable attitudes and mutual respect for all members of the community.

5. Equal Opportunities

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Every child will always be treated equally and fairly. This means that unacceptable behaviour must be challenged in school. We are committed to meeting our statutory obligations in managing unacceptable behaviour as set out in Keeping Children Safe in Education 2025. The policy should be

read in conjunction with this statutory guidance and with the schools Anti-Bullying policy. We expect all parents/carers to commit to supporting the school

Racist, homophobic or other prejudice-based bullying and the use of racist, homophobic or prejudiced language will not be tolerated.

- When tackling racist, homophobic or other prejudice-based language, words that individuals use or would use to describe themselves (e.g. gay, lesbian, bisexual, girl, black) are acceptable.
- Words or phrases that wrongly imply an individual's membership of a group and/or refer to that particular group in a derogatory way are not acceptable ('that's so gay', 'you're so gay', and 'you run like a girl').
- When dealing with derogatory homophobic language, staff are expected to challenge children's understanding with reference to the suggested responses as laid out in the Anti-bullying Policy
- All bullying and discrimination incidents are recorded on CPOMS. These incidents must also be reported to the local authority and Stop Hate UK using the Hate Incident/Crime Referral Form. These incidents are documented in the Headteacher Report to governors

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENDCo will 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 child. We will work with parents to create the plan and review it on a regular basis.

6. Roles and Responsibilities

A successful positive behaviour culture requires commitment and collaboration from all stakeholders:

Role	Key Responsibilities
Pupils	To understand and follow the school's behaviour expectations. To take responsibility for their actions and use the restorative process to put things right when mistakes are made. To listen and respond actively to adults and respect the learning of others.
All Staff Members	To consistently apply the policy. To build positive relationships with all pupils. To proactively teach and model expected behaviours. To ensure learning is appropriately pitched (considering age and stage) to engage pupils. To use praise as the primary tool for shaping behaviour.
Senior Leaders	To champion and model the policy's relational and restorative approach. To provide consistent support and guidance to staff. To manage serious and persistent behaviour challenges and ensure robust communication with parents.
Headteacher	To hold overall accountability for the implementation and effectiveness of the policy. To ensure all staff receive appropriate training. To safeguard the well-being of the entire school community, and lead and uphold the school's culture and ethos.

Governing Board	In co-operation with the Headteacher and Senior Leadership Team, the Board governs the school's general policy and approach to behaviour management for all children.
Parents/Carers	To support the school's policy and expectations at home. To communicate openly with the school regarding their child's well-being or any external factors that may affect their behaviour. To attend meetings and work collaboratively with the school when necessary.

7. Relationships

We recognise that pupils behave best when they feel connected, understood, and valued. The first step in promoting positive behaviour is establishing strong, trusting relationships and a deep sense of belonging.

Ways we build and maintain positive relationships:

- **Meet and Greet:** A member of staff meets and greets pupils at the start of the day and afternoon. This positive, personal interaction sets a calm tone, signals belonging, and allows staff to gauge a child's emotional state.
- **Purposeful Environment:** Classrooms and shared spaces are kept tidy, well-organised, and reflect the learning taking place. A purposeful environment reduces anxiety and promotes focused work and respect for resources.
- **Learning Challenges:** Teachers ensure learning is appropriately ambitious for all, engaging, and scaffolded to minimise frustration and maximise progress.
- **Culture and Ethos:** We intentionally cultivate an ethos of psychological safety where mistakes are viewed as learning opportunities, and all voices are heard and respected.

8. Praise and Rewards: "Spot Them Doing Good"

Our approach is decisively praise-orientated. We believe that what is celebrated is repeated, and staff are committed to actively "spot pupils doing good and being their best selves." Praise should be specific, authentic, and focused on effort, progress, and demonstrating the school values.

Positive Praise and Reward Systems:

- **Verbal Praise and Encouragement:** Immediate, specific, and genuine praise given constantly throughout the day in lessons and around the school.
- **Dojo Points:** Used consistently across the school to reward demonstration of school values, acts of kindness and togetherness, positive effort, and excellent work. Points contribute towards weekly totals and termly House rewards.
- **Praise Cards:** These can be given by any member of staff to any pupil around school outside of their own class. These are worth five dojo points.
- **Non-Verbal Praise:** High-fives, thumbs-up, smiles, and positive notes on work, especially for quieter children who may not respond well to public recognition.
- **Positive Communication:** Staff make regular, proactive, positive contacts with home to celebrate achievements.
- **Sharing Success:** Excellent work or exemplary behaviour is celebrated through class sharing, displaying work, and sharing with a Senior Leader or the Headteacher.
- **Weekly Celebration Assemblies:** Recognition of pupils who have best demonstrated the school values: Compassionate, Ambitious, Resilient and Equal.

This approach is designed to consistently recognise and highly value all pupils who demonstrate sustained positive behaviour, effort, and adherence to our school values: the '**always child**' - those who consistently meet and exceed our expectations.

We understand that some children require individualised, targeted recognition to help them meet their personal behaviour goals, and these individualised rewards or responses provide these pupils with the necessary supportive steps towards meeting universal expectations, ensuring that all pupils feel their unique efforts are celebrated.

9. Consequences and Sanctions

When a pupil makes a choice that negatively impacts others; their learning or the learning of others, a proportional and educational consequence will be used. Consequences are logically linked to the behaviour and are delivered calmly, respectfully, and without confrontation, always aiming to return the child to learning as quickly as possible.

Definitions:

- **Natural Consequence:** A consequence that occurs without intervention (e.g. if a child refuses to put on their coat, the consequence is feeling cold).
- **Logical Consequence:** A consequence that is related to the misbehaviour (e.g. if a child makes a mess, the consequence is cleaning it up).

We are committed to clear and consistent consequence delivery. When an incident occurs publicly, and the welfare or learning of other pupils is impacted, the initial response may be delivered **in the moment** to establish expectations and address the behaviour swiftly. Follow-up, including in-depth restorative conversations and reflection (if needed), may be held privately.

Classroom - Consequence Steps:

1. **Praise:** low-level behaviour should be proactively dealt with, in the first instance, through positive praise for those around the child/children.
2. **Targeted Reminder (Verbal or Non-Verbal):** A precise redirection back to the expected behaviour, referencing the school value or expectation (e.g. "We use kind hands in this classroom, thank you").
3. **Movement within the Room:** The pupil is asked to move to a different seat to reset and focus. This could include the use of the classroom's 'Calm Corner' for a short, agreed period. This action is recorded with a 'Needs Work' dojo to log the choice internally.
4. **Partial Loss of Playtime/Lunchtime:** A time-out period of 5 minutes, spent completing a restorative task or reflecting on the behaviour, facilitated by an adult. This gives the child an opportunity to practice self-regulation, prepare to re-join the group and potentially complete missed work. This must be recorded on CPOMS, given the reason for the loss of playtime/lunchtime and the outcome of the restorative conversation.
5. **Visit to Senior Leader and Work Elsewhere:** For continued disruption or significant incidents, the pupil is immediately sent to a Senior Leader (or Headteacher) to work in a different, supervised space for at least the remainder of the session. Contact Home: at this stage, a Senior Leader will contact parents/carers to inform them of the incident, discuss the cause, and jointly plan the next steps. This must be logged on CPOMS within the same day.

This procedure will reset for the child/children at the end of the morning/afternoon session for EYFS and KS1 (depending on when the consequence was given and restorative conversation held) and at the end of the day for KS2.

Playtime - Consequence Steps:

1. **Praise:** low-level behaviour should be proactively dealt with, in the first instance, through positive praise for those around the child/children.
2. **Targeted Reminder (Verbal or Non-Verbal):** A precise redirection back to the expected behaviour, referencing the school value or expectation. (e.g. "We use kind hands at our school, thank you").
3. **Movement within the outside area:** The pupil is asked to move to a different area of the playground, such as away from the football pitch or running track.
4. **Partial Loss of Playtime/Lunchtime:** A time-out period of 5 minutes, spent reflecting on the behaviour, facilitated by the adult on duty and is dealing with the behaviour. This gives the child an opportunity to practice self-regulation and prepare to re-join the group. This must be recorded on CPOMS by the member of staff dealing with the incident, given the reason for the loss of playtime/lunchtime and the outcome of the restorative conversation. The restorative conversation/task should happen immediately during the playtime/lunchtime in which the behaviour incident occurred.
5. **Visit to Senior Leader and Time Elsewhere:** For continued disruption or significant incidents, the pupil is immediately sent to a Senior Leader (or Headteacher) to spend time in a different, supervised space for an appropriate amount of time (decided by the senior leader). Contact Home: at this stage, a Senior Leader will contact parents/carers to inform them of the incident, discuss the cause, and jointly plan the next steps. This must be logged on CPOMS by the member of staff dealing with the incident within the same day.

There may be exceptions to the above steps for those who have individual behaviour plans or needs.

Serious incidents may circumnavigate some of the steps outlined above. A list of low/medium/high behaviours is listed at the end of this document. However, this list is not exhaustive and professional judgement can be used in conjunction with discussions with the Headteacher/Deputy Headteacher.

Where children's behaviour requires de-escalation or for serious incidences of behaviour, it is the responsibility of class teachers/HLTAs to:

- De-escalate poor behaviour choices and inform the Headteacher, Deputy Headteacher or a member of the SLT of any serious incidences of behaviour. Incident must be recorded on CPOMS.
- If de-escalation is not effective, request the assistance of the Headteacher, Deputy Headteacher or a member of the SLT. Again, all details must be recorded on CPOMS.
- If physical intervention strategies are required, this must be part of the positive behaviour support with only these being used. This must also be logged using the appropriate physical restraint forms and logged on CPOMS. This must be completed within the same day. You must inform the Headteacher or Deputy Headteacher (or another member of SLT if unavailable) as soon as possible.

Behaviour and Safeguarding

Some behaviours may indicate a safeguarding concern, including child-on-child abuse. In such cases, the school's Safeguarding and Child Protection Policy will take precedence over behaviour sanctions alone.

10. Restorative Conversation

The ultimate aim of any consequence is to lead to a restorative conversation. The purpose of the restorative conversation is to move beyond simply assigning blame and instead focus on understanding the impact of the behaviour, allowing for genuine accountability, and developing an actionable plan to repair and restore relationships. It ensures any relationships are repaired before moving forward.

The Five Parts of a Restorative Conversation:

1. What happened? (Allows the pupil to tell their side of the story.)
2. What were you thinking of at the time? (Explores the pupil's internal process and feelings.)
3. What have you thought about since? (Promotes reflection and consideration of the impact.)
4. Who has been affected by what you did? (Builds empathy and highlights the wider impact.)
5. What do you need to do to make things right? (Establishes a path to repair the harm and move forward.)

11. Partnership

Strong partnership between home and school is essential for securing positive behaviour. We commit to working closely with parents and carers in both proactive and reactive contexts.

We encourage regular two-way communication related to behaviour, using tools like Dojo or phone calls to share both concerns and successes promptly. Where serious or persistent challenges occur, this partnership may include:

- **Parental Conversation:** Parents will be contacted by the class teacher following three separate incidents per half-term that have resulted in loss of playtime/lunchtime (Step 4). This conversation will be recorded on CPOMS.
- **Restorative Conferences:** A planned, formal meeting involving the pupil, parents/carers, and staff (and potentially the person harmed) to collectively discuss a serious incident, understand the root causes, and agree on a collective path forward to repair the relationship. Minutes will be taken and uploaded to CPOMS.
- **Creation of Individual Behaviour Plans (IBPs):** Developing a bespoke, collaborative plan with specific targets and strategies to support a pupil who is struggling to meet expectations consistently may be required. As part of our principles are to be 'proactive', these plans will be made in a timely manner when behaviour is deteriorating or is repeated. Parental permission is not required for an IPRA or Behaviour Plan; however, we would always welcome the opportunity to work together when managing a child's behaviour in order to create a consistent plan at school and at home. Parents will be informed when this is created. The plan, and any reviews, will be uploaded to CPOMS.
- **Working with Other Agencies:** Where behaviour challenges stem from complex needs, we will actively collaborate with external agencies, such as Educational Psychologists, CAMHS,

or social services, to ensure the pupil receives the holistic support required to succeed. Parents may be required to give consent.

As aforementioned, we value and respect the partnership with parents and appreciate parental support in upholding this behaviour policy. It is most important for all children to see parents and the school working together to establish socially acceptable attitudes and mutual respect for all members of the community.

12. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group. This can lead to an imbalance of power.

Bullying is **Several Times On Purpose**.

The school's Anti-Bullying Policy is available via the school website for more detailed information on how bullying is prevented and responded to at Deighton Gates.

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

Child-on-Child Abuse

We are committed to providing a safe and respectful environment for all pupils. The school does not tolerate any form of child-on-child abuse.

Child-on-child abuse can include (but is not limited to):

- bullying (including cyberbullying)
- physical violence
- verbal abuse, including sexist, sexual or homophobic language
- sexual harassment or sexual violence
- harmful online behaviour
- coercion, intimidation or exploitation

All incidents are taken seriously and will be addressed in line with our safeguarding procedures. Where child-on-child abuse is identified, the school will:

- respond quickly to ensure the safety of all pupils involved
- listen carefully to pupils' concerns

- consider the needs of both the child who has been harmed and the child who has displayed harmful behaviour
- work closely with parents/carers and other agencies as appropriate

Child-on-child abuse is never acceptable and will not be tolerated under any circumstances.

Please note that strategies and responses may be adapted in line with individual SEND needs, in accordance with the Equality Act (2010) and the school's commitment to inclusive practice.

13. Extreme Behaviours and Serious Incidents

Bullying, extreme aggression or provocation and physically harmful behaviour will result in immediate referral to the Senior Leadership Team.

If there is a serious incident, or if a child's behaviour repeatedly escalates or deteriorates within a short period of time, the child's parents will be contacted. Parents will be invited to attend a meeting where next steps, which could include behaviour monitoring and/or a positive behaviour support plan, will be agreed. The ultimate sanction for extreme behaviour, available to all schools under the 2011 Education Act, is Formal Exclusion. See separate policy available via the school website. This is a legal procedure whereby a parent is asked to remove their child from the school for a specified number of days. An agreement is drawn up on the child's return, which both the parent and child sign agreeing terms for re-admission.

Guidelines for safe-handling and de-escalation of serious incidents (including use of reasonable force/ Restrictive Physical Interventions (Team Teach Safe Handling Techniques)

From time to time, staff may need to use restrictive physical interventions, including reasonable force, to ensure the safety of pupils and staff. In line with the Department for Education's new statutory guidance (effective from 1 April 2026), restrictive interventions will only be used when necessary to prevent injury, serious disorder, or significant damage to property, and must always be lawful, proportionate and time-limited.

The school places strong emphasis on prevention and de-escalation and is committed to minimising the need for any restrictive intervention through early support, positive relationships and effective regulation strategies.

The first priority when dealing with a behaviour incident is to safely de-escalate. Team Teach safe handling techniques may be used in exceptional circumstances where the safety or wellbeing of a child or children would otherwise be compromised.

The procedures to be followed in such circumstances are:

- Endeavour to de-escalate the situation by talking or distraction without the use of safe handling.
- If there is only one adult present, they must call for back up from other adults in school using walkie-talkies. A minimum of two adults should be present for incidents involving Team Teach wherever possible: one with the child, another on standby to support if required.

- The child should be supported to move to an agreed safe space as soon as possible, with staff offering clear options for where they can go and where they have the best chance of regaining regulation.
- When the child is unable to be moved, the other children may be moved to another learning environment within school.
- Attempts should be made to help the child regain safe and regulated behaviour.
- Emergency medical help should be summoned if required.
- If attempts to regain safe and regulated behaviour are unsuccessful within a reasonable period (30 minutes maximum, unless stated on an BIPRA/IPRA) the child's parents should be contacted and requested to attend.
- If parents are not required, the Headteacher or Deputy Headteacher should communicate with parents in writing or by telephone about the incident as soon as possible.
- A written record of the incident should be completed, within 24 hours, by all staff members involved and submitted on CPOMS.
- A review of the incident should be made and strategies developed for further management as appropriate. Parents will be involved in monitoring future developments.

All significant incidents involving the use of force will be recorded and reported in accordance with the new statutory duties, capturing the required details and informing parents as soon as practicable, unless doing so would place someone at risk of serious harm.

Where pupils have identified SEND needs, reasonable adjustments will be considered to reduce the likelihood of distress and to ensure any response remains appropriate, fair and inclusive.

Where pupils have their own behaviour support plan, advice may be given from external agencies which supersedes the above.

Use of Reasonable Force

The Department for Education has a 'Use of Reasonable Force' document which states that schools are able to use reasonable force when it is necessary to do so. For instance, to physically separate pupils found fighting. Additionally, if a pupil is causing harm to themselves, other children or adults, then the use of reasonable force will be applied to keep everyone safe.

Schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Schools do not require parental consent to use reasonable force on a student. Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm.

The majority of staff have all received Level 1 Team Teach training through Leeds City Council, with some receiving level 2 Team Teach Training. Parents will always be informed if reasonable force has needed to be used and appropriate Restrictive Physical Intervention paperwork completed.

Responding to Children Handling Weapons

If a pupil is found, or suspected to be, in possession of a weapon, staff will prioritise the immediate safety of all pupils and adults. Staff will not attempt to retrieve a weapon if doing so would increase the risk of harm; instead, they will move others to safety, maintain observation from a safe distance, and contact the police immediately via 999 where there is any threat, harm or refusal to hand over

the item. Members of staff may use only reasonable and proportionate force if needed to protect themselves or others, but safety remains the overriding principle. Following any incident involving a weapon, the school will follow statutory safeguarding procedures, including notifying the Designated Safeguarding Lead, recording the incident, and making a safeguarding referral where appropriate. Parents/carers will be informed as soon as possible, and a multi-agency response may be initiated to assess risk and provide support for the child.

Search, Screening and Confiscation

The Headteacher and authorised staff may conduct searches with or without consent where there are reasonable grounds to suspect that a pupil is carrying a prohibited item, including weapons, alcohol, fireworks or any article that may be used to cause harm. Any items found during a search that are harmful, illegal or detrimental to school safety will be confiscated, and staff will follow statutory expectations around recording incidents, informing parents, and safeguarding procedures. All searches will be conducted respectfully, proportionately and in a manner that maintains pupil dignity, in line with safeguarding duties and the right to a reasonable level of personal privacy.

Levels of Behaviour

NB: This is not an exhaustive list

Low (repeated after warnings)	Medium	High
• Calling out • Getting out of their seat and moving around the classroom • Near-by distraction • Talking when asked not to • Running in school • Work avoidance • Not following instructions • Misuse of equipment (no damage) • Not lining up • Littering • Risky play	• Not accepting responsibility • Talking back or being rude to adults • Vandalism/graffiti (low cost and impact) • Refusal to follow instructions • Using objects with intent to hurt • Name calling/teasing • Refusal to complete class work • Disruption • Intentional kicking, hitting, biting or use of body to hurt another • Deliberate actions to upset • Swearing • Stealing (minor) • Leaving classroom without permission • Pushing • Snatching	• Threatening or intimidating pupils or staff • Showing or touching private parts • Discriminatory language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) • Significant disruption that impacts on learning • Attempting to leave the premises • Risk to safety • Throwing objects at somebody • Stealing (major) • Fighting • False accusations • Refusal to leave a room • Open defiance of staff • Assault on staff • Bringing/sharing prohibited items • Risk of/actual injury to others