



Baildon Glen Primary School

Behaviour and Relationship Policy

September 2026

Date of issue		Next Review Date	Date ratified by Governing Body	
September 26		September 27	1.10.26	
		Signature		Date
Headteacher	Joanna Jackson			23.9.26

Underlying principles of this policy

At the heart of our school community are our **Six Ways to Grow**. These values guide how we learn, behave and work together every day. They reflect our belief that every child can succeed when they are supported to develop positive relationships, a love of learning and the confidence to overcome challenges. This is what is called the '**Baildon Glen Way**'.

Our Six Ways to Grow encourage all members of our school community to:

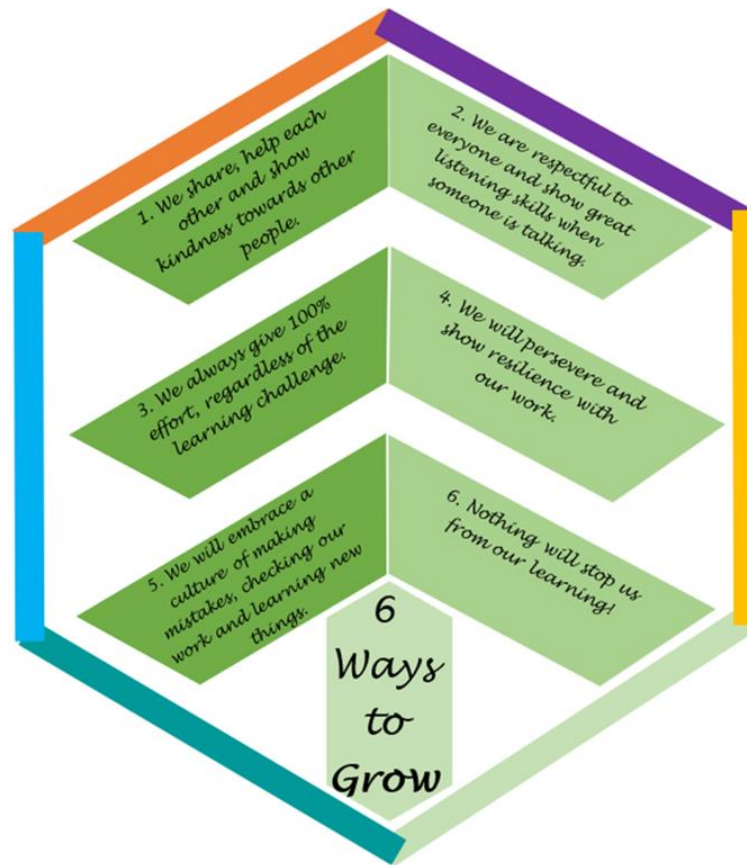
1. **Share, help others and show kindness** by treating people with care, empathy and consideration.
2. **Show respect** by listening to others, valuing different perspectives and recognising the contributions of everyone within our school community.
3. **Give 100% effort** by approaching learning with determination and a commitment to doing our best, regardless of the challenge.
4. **Persevere and be resilient** by continuing to try when things are difficult and seeing setbacks as opportunities to grow.
5. **Embrace mistakes as part of learning** by taking risks, reflecting on our work and developing the confidence to learn from our experiences.
6. **Believe that nothing will stop us from learning** by maintaining a positive attitude, being ambitious and striving to achieve our full potential.

These principles underpin our expectations for behaviour and help create a school where everyone feels safe, respected and ready to learn. They apply to pupils, staff, families and visitors alike, ensuring that we all contribute to a positive, inclusive and supportive learning environment in which every member of our community can thrive.

Our behaviour policy is rooted in these values and in our shared commitment to being:

- **Ready**
- **Respectful**
- **Safe**

Together, these expectations provide a clear framework for helping every child grow academically, socially and emotionally.



We believe that as pupils practise being **Ready, Respectful** and **Safe** over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences, as well as enabling children to concentrate on their learning.

At Baildon Glen we believe that children should look forward to coming to school and feel relaxed and happy in their learning environment. We believe that the best way to ensure that the right conditions occur to achieve this are through building, maintaining and sustaining positive relationships with the whole school community (staff, children, visitors and parents/carers).

We also recognise the role that every adult in school plays in supporting children to develop the skills required to regulate their own behaviour. We also recognise the importance of collaboration between home and school.

At Baildon Glen we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socioeconomic background. We intentionally create a positive learning environment so that all children can achieve their potential.

Responses to concerning behaviours are equitably and proportionate to support the child on their journey towards having sound behaviour regulation, and to ensure safety and positive wellbeing of all children and staff. Decision making is always underpinned by the principles of this policy.

It is not possible for all behaviours and possible consequences to be fully explored within this policy. Instead, interpreting of behaviour, and responding to it, is underpinned by the principles of this policy, which includes trauma informed practice, relationship and restorative practices.

The intended impact of this policy on children and their learning

Through this policy and the day-to-day implementation of this policy, we aim to ensure that:

- There is an effective, collaborative approach to supporting children which includes all adults, children, caregivers and other relevant agencies.
- Every child feels safe, valued and happy within the school.
- Every child is free from any kind of intimidation, whether personally, or as part of a larger demographic and any concerns about this are taken seriously, with an intention to make change.
- Children are provided, without judgement, with the right support to understand that all behaviour has consequences (whether intentional or not, and whether positive or negative).
- Any child which needs a greater level of support to regulate behaviours receives this with unconditional positive regard for the value that they bring to the school community.
- We promote kind, inclusive and respectful behaviour all the time so that children, staff and the wider community understand how they need to behave to help maintain a safe, inclusive and nurturing school community.
- Any behaviour which causes concern is taken seriously and will always be dealt with to the best of our ability. The intention in responding to such behaviours is for adults to learn more improved ways to support children displaying these behaviours.
- Support is provided for children to achieve consistent regulation.

How we teach children to be Ready, Respectful and Safe

Our 'Baildon Glen Way' and expectations around being 'Ready, Respectful and Safe' is explicitly taught during the first week in Autumn term and is revisited and reinforced throughout the year including through weekly Baildon Glen Values assemblies.

Our PSHE curriculum helps children to develop the knowledge, skills and confidence they need to understand themselves, build positive relationships and navigate the world around them. Through this learning, pupils are supported to make positive choices, show respect for others and develop the self-awareness and understanding needed to be Ready, Respectful and Safe both in school and beyond.

Children develop their understanding of self-regulation through regular Zones of Regulation sessions and have opportunities to practise regulation strategies throughout each school day. By learning to recognise, understand and manage their emotions, pupils are better equipped to make positive behaviour choices, respond appropriately to challenges and maintain successful relationships with others. This supports them in being Ready, Respectful and Safe members of the school community.

One of Baildon Glen's curriculum drivers is 'Healthy Me', which promotes understanding of safe relationships, positive physical and mental wellbeing, and making healthy, responsible choices. These themes are woven throughout the curriculum and are further enhanced through dedicated themed weeks and enrichment opportunities across the school year, which in turn reinforces our ethos of being Ready, Respectful and Safe.

How pupils can demonstrate being Ready, Respectful and Safe

All staff positively remind children about ways that they can behave in line with the Baildon Glen Way, for example:

Be Ready	Be Respectful	Be Safe
Pupils should: ❖ Come to school and lessons on time. ❖ Listen carefully when adults are talking. ❖ Get started with our learning straight away. ❖ Always try our best. ❖ Remember that mistakes help us learn. ❖ Ask for help when we need it. ❖ Keep going, even when learning feels tricky.	Pupils should: ❖ Use kind words and good manners. ❖ Be kind and considerate to others. ❖ Listen when others are speaking. ❖ Take turns and share fairly. ❖ Celebrate and respect our differences. ❖ Look after school property and other people's belongings. ❖ Help create a classroom where everyone can learn.	Pupils should: ❖ Keep our hands, feet and objects to ourselves. ❖ Walk calmly and sensibly around school. ❖ Follow safety instructions the first time. ❖ Use equipment and resources properly. ❖ Tell a trusted adult if we are worried about something or someone. ❖ Make safe choices that help keep ourselves and others safe.

How adults working in school will demonstrate being Ready, Respectful and Safe

At Baildon Glen, every adult plays an important role in modelling the Baildon Glen Way through their actions, relationships and daily interactions.

Be Ready	Be Respectful	Be Safe
School adults should: ❖ Be prepared for each day. ❖ Help children to learn and do their best. ❖ Listen and offer support when it is needed. ❖ Work together and communicate clearly. ❖ Stay positive and never give up.	School adults should: ❖ Be kind, fair and welcoming. ❖ Listen carefully to others. ❖ Use polite and positive language. ❖ Treat everyone with respect. ❖ Celebrate differences and make everyone feel included. ❖ Respond calmly and supportively when children are dysregulated, helping them to feel safe, regulate their emotions and return successfully to learning and positive behaviour choices. ❖ Be good role models for children.	School adults should: ❖ Help every child feel safe and cared for. ❖ Follow school rules and safety procedures. ❖ Act quickly when there is a concern or worry. ❖ Encourage safe choices in school and online. ❖ Teach children strategies to help with regulating tricky emotions. ❖ Create calm and supportive environments where everyone can succeed.

How parents and carers can help

We believe that children achieve their best when school and home work together. Parents and carers can support our expectations by encouraging children to be **Ready, Respectful and Safe** every day.

Be Ready	Be Respectful	Be Safe
Parents and carers should: ❖ Encourage good attendance and punctuality. ❖ Ensure children arrive at school with the equipment they need. ❖ Support good routines for sleep, homework and organisation. ❖ Encourage children to try their best and take pride in their learning. ❖ Help children understand that mistakes are part of learning. ❖ Talk positively about school and learning.	Parents and carers should: ❖ Model kindness, good manners and respectful communication. ❖ Encourage children to consider the feelings of others. ❖ Promote respect for people from all backgrounds, cultures and beliefs. ❖ Support children to resolve disagreements calmly and appropriately. ❖ Encourage children to care for their own belongings and those of others. ❖ Work positively and respectfully with school staff and other families.	Parents and carers should: ❖ Reinforce the importance of following school rules and adult instructions. ❖ Encourage safe and responsible behaviour both in and out of school. ❖ Support children to use technology and the internet safely. ❖ Discuss any worries or concerns with their child and the school when needed. ❖ Ensure children understand how to keep themselves and others safe. ❖ Inform the school promptly of any issues that may affect their child's wellbeing or safety.

Rewards and positive reinforcement

All staff apply positive reinforcements and rewards clearly and equitably to reinforce the routines and expectations of our behaviour culture. They do this through making and maintaining trusting and genuine relationships. Examples of positive re-enforcements are:

- ❖ **Verbal Praise:** Staff will use meaningful, specific and genuine verbal praise to recognise positive behaviour, effort and achievement. Verbal praise may acknowledge examples of pupils being Ready, Respectful or Safe, demonstrating one of our Six Ways to Grow, showing resilience, making positive choices or contributing positively to the school community. This will help pupils to develop confidence, self-esteem and a clear understanding of the behaviours and attitudes that support successful learning and positive relationships
- **Dojo points:** pupils will receive Dojo points for demonstrating the 'Six Ways to Grow to the best of their individual ability and will have their name placed on a recognition chart. The Dojos can be 'cashed in' in for a prize when they choose, or they can choose to save these for a bigger prize over time. The prizes which can be won are chosen by the school council.
- ❖ **Stickers and stamps:** pupils who have gone over and above to demonstrate one of our Six Ways to Grow may receive a special sticker or stamp in their book from their teacher or the

headteacher. These rewards recognise and celebrate positive attitudes, effort and behaviour, while providing pupils with a visual reminder of the values that underpin life at Baildon Glen.

- ❖ **Star of the Week:** during celebration assembly each week, every teacher will choose one child to receive the 'Star of the Week' award and will explain the specific reason, which directly relates to the Six Ways to Grow. Every child in school will have their moment to 'shine' as celebrating one another is a big part of Baildon Glen's culture.
- ❖ **Headteacher Award:** During the weekly celebration assembly, one pupil will be selected to receive the Headteacher Award in recognition of their outstanding demonstration of one of our Six Ways to Grow. Pupils who receive this award will be invited to enjoy a special treat with the Headteacher at the end of each half term in recognition of their achievement and contribution to our school community.
- ❖ **Zones of Regulation Award:** During celebration assemblies, pupils who have successfully used the self-regulation strategies and techniques they have learned through the Zones of Regulation approach will be recognised with a certificate and a small reward. This award celebrates pupils' efforts to understand and manage their emotions, helping them to be ready to learn and contribute positively to the school community.
- ❖ **'Always' Award:** It is very important to recognise the children who consistently demonstrate our high expectations of behaviour. These children are always safe, always respectful and always ready to learn. Each half term, up to five children per class will be chosen to take part in a treat activity to recognise their efforts and to thank them for consistently demonstrating the Baildon Glen Way.

Sanctions and Consequences

There are times when we need to recognise behaviours that are not conducive to our 'Baildon Glen Way' when pupils do not demonstrate being **Ready, Respectful or Safe**. The aims of our response to these behaviours are to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour which is harmful to the student themselves, or the school community.

All children are at different places in their journey towards being able to independently regulate their own behaviour. At Baildon Glen Primary School, we know that behaviour is a form of communication. We also know that different children require different responses to reach the same end goal (children should look forward to coming to school and feel relaxed and happy in their learning environment). As such, not all responses to behaviours will be identical.

However, children can expect incremental responses to behaviours which need to change, and this may include:

- ❖ **Non-verbal reminder:** this could include making eye contact with the pupil, moving closer to them or using a hand signal or gesture, to encourage them to re-focus and correct the behaviour.
- ❖ **Private verbal reminder (communicating with clarity what needs to change):** Offer an explanation of what needs to change, e.g. '(Insert child's name), when you talk to other people

when I am talking, it makes it difficult for you and others in the class to hear me and learn. I need you to be quiet when I am talking. Can you do this for me? Thank you.'

- ❖ **Reflection Time:** giving the child an opportunity for time for reflection within the classroom, away from their peer, to allow them to regulate their behaviour. This may include moving to a different table in the classroom. If there are repeated low level behaviours requiring reflection time over a number of days, staff will record this on CPOMS so that patterns can be spotted and issues can be explored and addressed by teachers and senior leaders.
- ❖ **Time out:** If the behaviour continues, the child will be asked to work outside of the classroom for a set amount of time. Once this time has been completed and the child feels more able to display pro-learning behaviours, the pupil will be welcomed back into the classroom. An update will be recorded on CPOMS so that school are able to build a comprehensive picture of the child's needs.
- ❖ **Individualised reflective support (break or lunchtime):** If a pupil is not able to correct their own behaviours through adult encouragement, they may be required to do this over the break or lunch period. An adult will support the children to reflect on what happened and what the impact was, and why there needs to be a change in their behaviour. Where the child needs further support, steps to address this will be taken. Parents will be contacted and an update will be recorded on CPOMS so that school are able to build a comprehensive picture of the child's needs.
- ❖ **Support from Senior Leadership Team:** Where a more serious incident occurs, including but not limited to racism, bullying, theft, physical aggression, verbal abuse towards pupils or staff, persistent disruption to learning, repeated failure to follow safety instructions or deliberate damage to property, the Senior Leadership Team may become involved to support an appropriate response and ensure the safety and wellbeing of all members of the school community.

In some circumstances, this may result in a pupil spending a period of time away from the classroom. This is intended to provide an opportunity for the pupil to regulate their emotions, reflect on their actions and enable the restoration of a calm, safe and positive learning environment for all. Parents will be contacted and a record of the incident and any actions taken will be logged on CPOMS to help the school build a comprehensive understanding of the pupil's needs and identify any appropriate support or interventions.

- ❖ **Suspension or permanent exclusion:** On the rare occasion that behaviour from a child requires further time to reflect, adjust and reset to ensure the safety and wellbeing of themselves and others, the headteacher will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. An update will be recorded on CPOMS so that school are able to build a comprehensive picture of the child's needs.

Suspension or exclusion is always used as a last resort and only if the school has exhausted other means to support the pupil to regulate their emotions or modify their own behaviour.

Serious or Persistent Breaches of the Behaviour Policy

In a small number of cases, a pupil's behaviour may be considered a serious or persistent breach of the school's expectations. This may lead to suspension or permanent exclusion. Examples of such behaviours include, but are not limited to:

- ❖ Verbal abuse directed towards pupils or adults, including offensive, threatening or highly inappropriate language.
- ❖ Physical aggression or violence towards pupils or adults.
- ❖ Racist, homophobic, discriminatory or prejudicial language or behaviour.
- ❖ Persistent and deliberate physical or emotional harm towards other pupils.
- ❖ Sexual violence and harassment.
- ❖ Persistent refusal to follow reasonable instructions from adults, both verbally and non-verbally.
- ❖ Deliberate or repeated damage to school property or the property of others.
- ❖ Repeated unsafe behaviour that places themselves or others at risk of harm.
- ❖ Persistent disruption to learning despite support and intervention.

This list is not exhaustive, and each incident will be considered individually, taking into account the context, severity, frequency and any contributing factors. The actions taken in one case will not necessarily set a precedent for another.

The school will always seek to understand the reasons behind a pupil's behaviour and will consider any additional needs, vulnerabilities or circumstances when determining an appropriate response.

While the school ordinarily follows a graduated approach to behaviour support and sanctions, some incidents may be sufficiently serious to warrant a more significant consequence immediately. In such cases, pupils may bypass earlier stages of the behaviour system, and the response will be proportionate to the severity of the behaviour.

Permanent Exclusion

Permanent exclusion is a sanction of last resort and will only be considered when all other reasonable strategies and interventions have been exhausted, or in response to a one-off incident of exceptional seriousness.

Where the school is considering permanent exclusion, parents/carers will be informed at the earliest opportunity. The school will seek advice from the Local Authority and follow all statutory guidance and procedures. Any decision regarding permanent exclusion will be made following careful consideration of the individual circumstances and the evidence available.

Bespoke Support for Identified Students

Whilst this policy outlines what we would expect is needed for the majority of children, alternate arrangements, decisions and planning may be required for children with additional needs, including those with SEND (Special Educational Needs and Disabilities). These would be written into an individual pupils' Personal Learning Plan'.

Reasonable Force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Restrictive Interventions Policy for more details).

Powers of Search, Screening and Confiscation

On very rare occasions, it may be necessary for the school to search for and confiscate prohibited items brought onto the school site, or property that is suspected to have been stolen. Any items confiscated will be dealt with appropriately and, where suitable, returned to parents/carers or pupils. These powers are used to help maintain a safe and secure environment for all members of the school community.

Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, the school may carry out a search in accordance with current legislation and statutory guidance.

The school may search for the following prohibited items:

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

Anti-Bullying Statement

At Baildon Glen Primary School, we are committed to providing a safe, respectful, and inclusive environment where all pupils can learn and thrive free from bullying, intimidation, or harassment. Bullying of any kind—whether physical, verbal, emotional, online, or indirect—is not tolerated. We recognise that bullying can have a lasting impact on a child's wellbeing and education, and we take all reports seriously.

Pupils are taught to recognise bullying behaviours and are encouraged to speak out through trusted adults or our safeguarding systems. Staff are trained to identify signs of bullying and to act promptly and consistently in line with our anti-bullying procedures.

Partnership Working

We work in partnership with pupils, parents, and external agencies to prevent bullying and to support those affected. Our aim is to foster a culture of kindness, respect, and accountability, in which every member of our school community feels valued and safe. The intended qualities of the adult-child relationships to support children to behave in ways which are conducive to theirs and others safety, wellbeing and learning, we aim to build genuine relationships with all children.

Therefore, all staff are expected to:

- ❖ Know all children in their classrooms well, including what the needs are, what support they require and how best to help them.
 - ❖ Be curious about the 'whole child' so that things that impact the child which occur outside of school are understood and well supported.
 - ❖ Allow children to get to know them, so that they are more able to feel safe and able to trust them.
- At Baildon Glen Primary School, we endeavour to build relationships with children.

Therefore, caregivers can expect:

- ❖ To feel listened to, particularly where there are worries or concerns, by all staff.
- ❖ To feel respected by staff, who use non-judgement language.
- ❖ Communication to be clear and free from jargon
- ❖ Decision making to be explained and transparent
- ❖ Staff to understand family's uniqueness, including but not limited to their culture and heritage.

Staff also expect that caregivers:

- ❖ Support their children to attend school, prepared to learn, every day (unless they are too ill to attend, or an absence of has been approved by the Headteacher)
- ❖ Are receptive to staff attempts to build trusting relationships with caregivers, including by playing a pivotal role in the school community and culture
- ❖ Share concerns or worries they have for their children, or any decision making regarding their children by school staff, by sharing and listening to all perspectives.
- ❖ Try their best to understand the principles which underpin this policy, particularly those of relationship and restorative based practices, and of equity.

Supporting children to positively regulate their own behaviours at school requires caregivers to also play a pivotal role. Whilst different people and different settings have different rules or expectations, children are typically able to adapt their behaviours accordingly, albeit it they will often need the support of adults.

Further support for parents and carers

We recognise that supporting children's behaviour and emotional wellbeing can sometimes be challenging. The following organisations offer practical advice, guidance and resources to help families develop positive behaviour, emotional regulation and resilience. Parents and carers are encouraged to access these services should they require additional support.

The following organisations provide reliable information, advice and practical strategies to help parents and carers support children's behaviour, emotional wellbeing and self-regulation:

NHS Every Mind Matters

Advice on children's mental health, emotional wellbeing and supporting young people through challenges.

- ❖ <https://www.nhs.uk/every-mind-matters>

Action for Children

Guidance on understanding children's emotions and behaviour, setting boundaries, rules and rewards, and supporting wellbeing.

- ❖ <https://parents.actionforchildren.org.uk/feelings-behaviour>

Young Minds

Practical advice for parents on behaviour, emotions, anxiety, friendships and mental health.

- ❖ <https://www.youngminds.org.uk/parent>

Place2Be

Resources to support children's emotional wellbeing, resilience and emotional development.

- ❖ <https://www.place2be.org.uk>

Anna Freud Centre

Evidence-based information about children's mental health, emotional regulation and wellbeing.

- ❖ <https://www.annafreud.org>

BBC Tiny Happy People

Activities and advice to support emotional development, behaviour and wellbeing, particularly for younger children.

- ❖ <https://www.bbc.co.uk/tiny-happy-people/behaviour-and-wellbeing>

NSPCC

Advice on keeping children safe, managing behaviour and supporting emotional wellbeing.

- ❖ <https://www.nspcc.org.uk>

Family Lives

Parenting support, behaviour advice and strategies for managing challenging behaviour at home.

- ❖ <https://www.familylives.org.uk>

Parenting Special Children

Resources and guidance relating to emotional regulation, behaviour and additional needs.

- ❖ <https://parentingspecialchildren.co.uk/resource-category/emotional-regulation-and-behaviour-resources>

Links to other policies

This policy should be read in conjunction with:

- Child Protection Policy
- Restrictive Interventions Policy
- Anti-bullying Policy
- SEND Policy
- Keeping Children Safe in Education 2026
- PHSE including Relationships Policy