

Redfield Edge Primary School



Behaviour Policy

Date reviewed	November 2025	Next review	November 2028
Policy type	Statutory	Review frequency	Every 3 years
Responsibility	Full Governing Body		
Signed (Chair of Governors)	Name (Chair of Governors) David Taylor	Signed (Headteacher)	Name (Headteacher) Lisa Robinson

Rationale

At Redfield Edge, we believe that behaviour is a form of communication and that children thrive when they feel safe, understood and valued. Positive behaviour supports effective learning, strong relationships and emotional wellbeing.

We aim to create an ethos of kindness, cooperation and respect, where every member of the school community feels secure, included and treated fairly. Our trauma-informed practice recognises that pupils' experiences, emotions and needs influence their behaviour, and that adults play a key role in co-regulating, modelling calmness and helping children develop the skills they need to manage themselves successfully.

Our school values are at the centre of this policy. They guide our expectations and support a nurturing environment in which everyone can learn and flourish.

Purpose and Principles

Our aim is to provide a happy, safe and secure setting for all who work and learn at Redfield Edge.

This policy:

- Should be read alongside the Anti-Bullying, Positive Handling, Safeguarding, and Exclusions policies
- Promotes a strong partnership between staff, children and parents in maintaining an effective climate for learning
- Fosters positive, caring attitudes towards one another and our environment
- Recognises that effective behaviour development includes teaching, encouraging and modelling desirable behaviours
- Places high value on emotional literacy, reflection and restorative conversations
- Ensures consistency, clarity and predictability across the school
- Respects each person's contribution, talents and individuality
- Supports the development of self-esteem, resilience and responsibility
- Ensures children are listened to, and their views valued
- Encourages children to understand that their choices bring consequences
- Reflects our trauma-informed commitment to connection first, correction second

Core Values

A positive environment is essential for positive behaviour. Classrooms and shared spaces should be calm, purposeful and engaging. Adults consistently model the behaviours expected from children.

Our behaviour approach is rooted in our three core school values

Respect

We show respect for ourselves, for others and for our environment. Children learn to make considerate choices, listen to one another and demonstrate courteous behaviour.

Compassion

We care for others, show kindness and offer support when someone is struggling.

Compassion is central to our trauma-informed approach, helping children to understand emotions - both their own and others'.

Resilience

We keep trying, even when things are difficult. Children learn that mistakes are part of learning, and effort and perseverance are recognised and celebrated.

These values guide how we teach, model and reinforce positive behaviour every day. Adults use these values to praise and recognise children through verbal feedback and Class Dojo points, ensuring children understand what value they demonstrated and why it mattered.

School Rules

Our rules are displayed across the school and explicitly taught to all children:

School Rules

Be safe
Be gentle and kind
Be co-operative and helpful
Be respectful to others and ourselves
Be responsible
Be honest
Be polite

At the start of each academic year, classes co-create their own class rules based on these principles and our three school values. This supports ownership, understanding and consistency across the school.

Procedures

We follow a whole-school, trauma-informed approach based on:

Connect Before Correct

Adults prioritise calm, attuned and predictable responses. Children who are dysregulated are supported to regulate first, before discussing their behaviour.

Co-Regulation and Emotional Coaching

Children are supported through:

- Calm tone and body language
- Zones of Regulation language
- Safe spaces/calm corners
- Emotion coaching
- Opportunities to repair and reflect

Restorative Conversations

Restorative questions guide reflection and accountability:

1. What happened?
2. What were you feeling at the time?
3. Who has been affected?
4. What needs to happen now?
5. How can we do better next time?

Predictable and Consistent Boundaries

Children feel safest when boundaries are clear, fair and upheld by all adults.

Positive Reinforcement and Class Dojo

Redfield Edge uses Class Dojo to reinforce positive choices and celebrate children consistently meeting the school's expectations. These are also referred to as House Points.

Dojo points are directly linked to our three core school values so children clearly understand *what they have done well* and *why it matters*.

Dojo Points May Be Awarded For:

Respect

Examples include:

- Listening carefully to adults and classmates
- Using polite language and good manners
- Looking after equipment and shared spaces
- Taking turns and allowing others to speak
- Showing respectful behaviour during assemblies or transitions

Compassion

Examples include:

- Being kind to others who are upset or struggling
- Helping a friend without being asked
- Including someone who is feeling left out
- Showing empathy during restorative conversations
- Demonstrating patience and understanding with peers

Resilience

Examples include:

- Keeping going when learning feels challenging
- Trying again after making a mistake
- Showing determination to improve
- Staying focused and giving tasks their best effort
- Demonstrating a growth mindset

Teachers may also award whole-class Dojo Points for collective achievements such as:

- Excellent teamwork
- Smooth transitions
- Positive learning attitudes
- Meeting a class goal
- Working together respectfully and responsibly

Parents can view their child's Dojo Points through the Class Dojo app, ensuring clear home-school communication and shared celebration of successes.

Rewards

Children respond positively to encouragement. We recognise effort, progress and positive behaviour through:

- Specific verbal praise
- Dojo Points (house points)
- Stickers, certificates and notes home

- Sharing achievements with senior leaders
- Class rewards
- Celebration Assembly recognition
- Sharing successes with parents/carers

Rewards remain relational, meaningful and fair for all children, including those with additional needs.

Example of positive behaviour

In Class	Playtimes and Lunchtimes
<ul style="list-style-type: none"> • Contributing well to lessons • Resilience in learning • Making mistakes and learning from them • Not giving up • Good teamwork • Showing kindness • Positive attitude • Willingness to get involved • Respectful of others when talking • Showing a 'can do' attitude • Encourages others • Helpfulness • Being pleased for peers success 	<ul style="list-style-type: none"> • Tidying up • Showing politeness • Good teamwork • Showing kindness • Positive attitude • Willingness to get involved • Encourages others • Polite and respectful to others • Helpfulness

Responding to Behaviour That Disrupts Learning

When behaviour disrupts learning or safety, staff follow a calm, consistent and trauma-informed sequence. The aim is always to support regulation, restore relationships and help the child learn positive behaviour choices.

Trauma-Informed Response Sequence

1. **Reminder**
A gentle prompt linked to school rules or values.
"Remember, we show respect by listening."
2. **Refocusing Prompt**
A second opportunity to make a better choice.
"Let's try that again..."
3. **Red Dojo Issued**
If behaviour continues after a reminder and a refocusing prompt, a Red Dojo is given.
4. **Restorative Conversation**
A calm, short discussion to help the child reflect, repair and understand what needs to happen next.
5. **Time to Regulate**
A calm space in class or with an adult to support co-regulation and readiness to rejoin learning.

6. Time Out in Another Class or Safe Space

Used if behaviour escalates or the child is unable to regulate safely within their own classroom.

7. Behaviour Chart or Support Plan

Agreed with parents if ongoing behaviour requires further structure or intervention.

Red Dojo Points

A Red Dojo is issued when a child has:

- Had a Reminder
- Had a Refocusing Prompt
- And the behaviour continues

Red Dojos are always recorded under one of the following categories:

- Unkind
- Off Task
- Disrespectful

A Red Dojo:

- Is followed by a restorative conversation
- Ensures consistency across school

SLT Monitoring and Arbor Recording

- All Red Dojos are monitored by SLT.
- Only when a child receives four Red Dojos (in the same category or for similar behaviours) is the incident escalated.
- At four Red Dojos:
 - An Arbor entry is made
 - SLT review the pattern
 - Parents are invited to meet
 - Next steps/support are agreed (e.g., targeted intervention, behaviour plan, pastoral support)

This ensures that Arbor is used for significant patterns, not single/low level incidents.

Examples of poor behaviour for learning

In Class	Playtimes and Lunchtimes
<ul style="list-style-type: none">• Persistent calling out• Chatting when directed otherwise• Intentionally moving equipment to that it stops learning• Interrupting others• Using inappropriate language• Provoking others deliberately• Throwing objects• Disregard for school equipment• Not on task• Being unkind• Delay in doing what has been asked• Excluding someone on purpose	<ul style="list-style-type: none">• Playing in areas that are not permitted• Refusal to share• Using inappropriate language• Being unkind• Not wearing a coat when asked to• Going back into school when told to me outside• Rough play including fighting games• Hurting with words• Dangerous behaviour• Aggressive sports (tackling in football)• Damaging property when it was avoidable

Lunchtimes

Midday supervisors follow the same trauma-informed and restorative approach as teaching staff.

They may use:

- Green Dojos to celebrate positive behaviour
- Red Dojos to inform teachers of incidents requiring follow-up

All incidents must be reported to class teacher who will decide if the behaviour needs to be reported on Arbor.

In addition there are also **Guidelines for Playtimes** (Appendix 1).

Serious Incidents and Sanctions

Where behaviour poses a risk to safety or is significantly harmful, more serious responses may be required.

These may include:

- Behaviour Support Plans (6 week duration in agreement with parents)
- Pastoral Support Plans (risk of exclusion explained)
- Internal isolation (working in another class or with SLT)
- Fixed-term suspension (*Any suspension of more than 5 days requires the involvement of the LA*)
- Permanent exclusion (as a last resort)

Isolations, suspensions and exclusions follow DfE statutory guidance.

Serious behaviours that may lead to internal isolation or external suspension include:

- Physical aggression
- Dangerous behaviour
- Bullying (including online)
- Harassment or discriminatory comments (racist, homophobic, ableist, sexist)
- Damage to property
- Theft
- Repeated refusal to follow instructions
- Rudeness to staff
- Threatening behaviour
- Sexualised language or gestures

All serious incidents must be recorded on Arbor immediately.

Fixed-Period and Permanent Exclusions

At Redfield Edge, we do not wish to exclude any child from school, but sometimes this may be necessary. A child can only be excluded in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school adheres to the Department for Education document 'Statutory Guidance on School Exclusions from August 2024'. The school will develop personal

reintegration plans for any pupil who has experienced a fixed period exclusion. Only the Headteacher (or the person deputising in their absence) has the power to exclude a child from school.

The Headteacher, with reference to the governing body, will retain the right to permanently exclude a pupil if they pose a danger to either themselves, another pupil or any adult. A permanent exclusion would only be executed where all other possibilities had been explored. (Please see Exclusion Policy)

Internal Exclusion Sent to another class for the rest of the day. Parents informed Incident recorded on Arbor Three internal exclusions in a term will result in a formal meeting with SLT, parents and the child	External Exclusion Sent home for a set period of time-proportional to wrong doing Parents called in Meeting with parents on return to school to agree actions so that repeated behaviour doesn't happen Three external exclusions will result in a formal meeting with SLT and pastoral support plan set up
<ul style="list-style-type: none"> • Leaving class without permission • Rudeness to an adult- rolling eyes, huffing, extremely personal remarks • Intentional spitting at someone • Strong swearing to any member of the school community • Comments that are racism, homophobic or relate to physical disabilities or gender, both in person or on social media • Hurting anyone physically on purpose for any reason • Hurting with words (repeat offence) • Continued bullying (physical, verbal or on social media) after a warning from Headteacher/Deputy Headteacher • Intentional damage to property • Stealing (maturity, item and intent taken into account) • Throwing dangerous objects- throwing in anger or violence • Hurtful comments on social media which cause upset inside school (first offence) • Crude or sexualised remarks or gestures to another person 	<ul style="list-style-type: none"> • Serious challenge to authority (this includes not responding to a repeated request by SLT or HT) • Extreme physical aggression to other pupils or self • Continued bullying- physical, verbal or on social media • Extremely dangerous behaviour • Throwing things intentionally at a member of staff • Physical abuse • Slandorous comments about a member of staff, either verbally or online • Hurtful comments on social media which cause upset inside school (repeat offence after an internal exclusion)

Conclusion

All children feel more secure when expectations are clear, fair and consistent. Our trauma-informed approach ensures that children learn to regulate emotions, develop self-control and grow into responsible, kind and respectful individuals. Our shared responsibility is to model the behaviour we expect, nurture trusting relationships and support all children in becoming the best versions of themselves.

APPENDIX 1

PLAY / FIELD RULES

- If the whistle goes, stand still and be quiet
- Enter and leave the field by the gate only
- Children must ask permission to leave play (to get a drink, go to the toilet or get a ball.)
- No children in school building without permission
- Children are not permitted to play outside of the boundaries created by the PIPs
- Sponge balls and soft air-filled balls to be used in designated areas
- Children are only allowed on the field with adult permission
- If SBL pupils need to use their section of the field, Redfield Edge pupils must move
- The field must be cleared if the maintenance team mower arrives

PLAY GROUND RULES

- Foam balls only (in designated football)
- No play fighting or rough / charging games
- No children on the playground without adult supervision

PLAY GROUND GUIDELINES

Foam balls only

No charging games such as Bull Dog or Red Rover

There should be no children on the playground at playtimes without an adult.

When the whistle is blown 3 times, it signals the end of play and every child freezes and is silent. The lead adult will then call out classes to walk in silently to start their lessons.

Zones should be used for the intended purpose (stage for performing, Mindfulness Pod for calm activities).

FIELD GUIDELINES

Other than soft balls only allowed on the field with permission from adult on duty.

Ball games to be played on SBL's football pitch.

If SBL need their pitch Redfield Edge pupils must move.

The field must be cleared if the gang mower arrives.

Children are only allowed on the field with adult permission.

BEFORE SCHOOL STARTS

No games on the playground

No riding bicycles on the playground

No dogs on the playground

AT THE END OF THE DAY

All school rules still apply

WET PLAYTIMES

Children to sit either on a chair or the floor

No computers to be used

Only special playtime materials to be used

Children to tidy up before the afternoon session starts.