Field View Primary School

Behaviour & Relationships Policy

2026/27

Making a difference



Updated: July 2026
Approved: September 2026
Review date: September 2027

St Martin's Multi Academy Trust

A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.







We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance







Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Introduction / Aim / Approach

St Martin's Multi Academy Trust is committed to providing a stimulating and supportive learning environment based on mutual respect and trust. The schools strive to offer equality of opportunity to all of its pupils and recognises the vital role that the educational establishment plays in promoting good behaviour.

At Field View we believe that behaviour is communication – communicating an unmet need that a child is feeling. We want our children to understand and follow three simple rules: being Ready, Respectful, and Safe.

Where children are experiencing difficulties in settling into school life, our teaching and pastoral staff will work to support them, using a variety of behaviour and nurturing techniques as described in this document.

This policy is informed by the Department for Education's Behaviour in Schools – Advice for headteachers and school staff (updated February 2024) and reflects the following key legislation:

- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- Education Act 2011
- Restrictive interventions, including use of reasonable force April 2026
- Equality Act 2010
- Children and Families Act 2014 *(including SEND Code of Practice)*
- Keeping Children Safe in Education

Aims:

- For children to be ready for learning, respectful to all and keep safe in the school environment
- To offer consistent, restorative approaches to our children
- To work with families to achieve these aims

Code of Conduct:

In order to maintain the safety and well-being of our pupils we expect the following to be applied:

- We expect all of our children to be Ready, Respectful and Safe.
- We expect our staff to:
    - Create a positive climate built on consistent routines
    - Emphasise the importance of being valued as an individual
    - Promote equality through calm and restorative approaches
    - Ensure fair treatment for all regardless of age, gender, race, ability and disability
    - Show appreciation of the efforts and contribution of children
    - Act promptly and appropriately to acknowledge and address any concerning behaviour
- We expect parents/carers to:
    - Respect our rules and this policy
    - Ensure children have good attendance and are punctual
    - Ensure children wear the correct uniform
    - Adhere to our 'no smoking on school premises' rule
    - Use appropriate language and have respect for other parents, children and staff
    - Ensure dogs are not brought onto the school premises
    - Take responsibility for their own toddlers and babies and prevent them from running or climbing on equipment

School will not tolerate abusive behaviour from children or parents, verbal or physical and will apply sanctions as appropriate. In the case of parents this may result in a ban from the premises.

Communication and Parental Partnership

A positive partnership with parents is crucial to building trust and developing a common approach to behaviourexpectations and strategies for dealing with problems.
The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an appropriate stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further action will be discussed with the parents.

Home / School Agreement

All parents and children are expected to agree to the rules set out in this document, which is part of the Admissions Pack.

The Role of the Class Teacher

Teachers are responsible for fostering positive relationships with every child and implementing behaviour management strategies that are appropriate and responsive to each child's individual needs.

Teachers follow the behaviour procedures which are set out in this policy. Refer to Appendix A.

The Role of the Pastoral Team

The Pastoral Team are timetabled to work with individual children across school as well as responding to any emerging situations that require their attention. Their role is to:

- Work under the direction of the pastoral manager
- Be on call to deal with urgent behaviour issues
- Promote restorative care to reduce the number of behaviour incidents
- Support children with Social, Emotional and Mental Health (SEMH) needs
- Monitor behaviour throughout the school and put support in place as necessary
- Support staff, pupils and parents in implementing and maintaining behaviour procedures throughout the school
- Liaise with the Headteacher / Head of School, Pastoral Manager, Assistant Headteacher, SENDCO and staff regarding behaviour issues

The Role of the Pastoral Manager

The Pastoral Manager is timetabled to work with individual children and support staff where appropriate. Their role is to:

- Monitor the impact of the pastoral team
- Assist with drawing up and implementing an action plan for each child who needs support.
- Keep a behaviour database of incidents and inform the Headteacher of outcomes
- Liaise with the Headteacher, Assistant Headteacher, SENDCO and staff regarding behaviourissues.

The Role of the Headteacher

The Headteacher will take responsibility for behavioural procedures throughout the school and support the Pastoral Manager, Pastoral Team and staff. They will decide on whether more serious sanctions need to be applied e.g. timing and frequency of a specialised personal learning plan; lunchtime, suspension or permanent exclusion.

The Role of the Directors

Directors have the responsibility of setting the standards of behaviour and reviewing the effectiveness of this policy. They support the Headteacher to carry out these guidelines.

Rewards

We believe in fostering a positive and supportive learning environment where all pupils can thrive. To achieve this, we have implemented a whole-school behaviour management system called TrackItLights. Children earn green points by demonstrating one of the following traits: Ready, Respectul, Safe, Honesty and Perseverance.

Our approach prioritises the recognition and reinforcement of positive behaviour, creating a culture where good conduct is valued, recognised and expected. Positive noticing is central to our approach. This is the deliberate act of identifying and acknowledging children's efforts, behaviour and achievements in a specific, genuine and intentional way. It shifts the focus from simply correcting unwanted behaviour to recognising and reinforcing positive choices. This helps to build a culture of respect, kindness and high aspiration across the school.

We believe that consistent and meaningful recognition plays an important role in motivating children to meet high expectations. The most common and effective form of recognition is praise, which may be verbal or written, informal or formal, individual or public. Praise recognises not only exceptional achievements, but also the consistent demonstration of our school values, routines and expectations in everyday behaviour.

Children can be rewarded for good work, behaviour, or attitudes using the TrackItLights system. This platform allows staff to record positive behaviour and achievements, which are visible to both staff and parents/carers. TrackItLights enables real-time tracking of behaviour and supports consistent recognition across the school. The SENDCo, Assistant Headteachers and Headteacher can also log rewards. Once awarded, rewards should not be removed.

Children who earn 150 green points will receive a Bronze Certificate and the privilege of coming to school for one day in non-uniform. Children who earn 300 green points will receive a Silver Certificate, a non-uniform day and an extra-special break time. Children who earn 600 green points will receive a Gold Certificate, a non-uniform day, an extra-special break time and an invitation to a special afternoon activity. The green points children earn throughout the day are displayed in the classroom, allowing them to see and celebrate their progress towards each reward.

The Headteacher is always pleased to see children who have worked well/tried hard and to reinforce teachers` praise and encouragement.

Sanctions

The key points to the DfE guidance February 2024 are:

Staff have clear statutory authority to discipline pupils

- Teachers, headteachers, and any paid staff with responsibility for pupils (e.g. teaching assistants) can apply disciplinary measures, provided these align with the school's behaviour policy and are reasonable

Authority applies anywhere under staff supervision

- Staff may discipline pupils in school or off-site (e.g. during school trips) and can also sanction misbehaviour that occurs outside school hours if it impacts the school's order, safety, or reputation

Emphasis on prevention and de-escalation

- The guidance places strong focus on proactive steps—like setting clear routines, monitoring, adjustments for pupils with SEND, and de-escalation scripts—to avoid misbehaviour and support pupils in staying calm and safe

Punishments should be prompt, consistent, proportionate

- Misbehaviour must be addressed swiftly and with predictable, proportionate consequences, with the goal of maintaining a calm environment and preventing recurrence

Removal from the classroom

- Replacing "isolation rooms," removal should only be used when essential and after other strategies have been tried—unless behaviour is extreme—and always with a clear reintegration plan

Appropriate support for pupils with SEND

- Schools must anticipate triggers for pupils with SEND (e.g. sensory overload) and consider context before

applying sanctions—also offering targeted support post-incident

Statutory policy and culture expectations

- Headteachers must set and implement a culture of high expectations, underpinned by a written behaviour policy that clearly defines norms, roles, values, and routines .

Data and reflective practice driving continuous improvement

- Schools are encouraged to collect and analyse behavioural data to identify patterns, refine approaches, and evaluate the effectiveness of interventions

Alignment with related statutory guidance

- This guidance works in tandem with other DfE policies, such as those on: suspensions and permanent exclusions (2024), mobile phones (2024), and reasonable force (forthcoming update in September 2025 requiring recording/reporting of every significant incident)

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of our school communities. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. The use of a sanction should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanction.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Restrictive Interventions, including use of reasonable force

All members of school staff have a legal power to use reasonable force in limited circumstances to prevent a child from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder. Reasonable force may be used as a restrictive intervention to control or restrain a child, where this is necessary, proportionate, and for the least amount of time required to reduce risk.
The use of force will never be used as a punishment and will always be a last resort, following preventative and de-escalation strategies where possible. Any force used will be the minimum necessary to achieve safety and must not compromise a child's airway, breathing or circulation.

The decision to physically intervene rests with the professional judgement of the staff member involved, taking account of the individual circumstances, the child's age, size, understanding and any known special educational needs, disabilities, or vulnerabilities. Staff will inform parents if reasonable force is used.

The school will support staff who act lawfully and reasonably in accordance with the Department for Education guidance on restrictive interventions, including the use of reasonable force, and will ensure that all significant incidents are recorded and reported in line with statutory requirements effective from April 2026. Further information is included in Restrictive Interventions, including use if reasonable force policy.

Sanctions Procedures

Children do not acquire negative points, but incidents are recorded using a tiered system orange, yellow then red. Orange and yellow – record low level or persistent defiance/disruption whereas red records more serious behaviour incidents such as violence. It's important to us to foster a positive learning environment, therefore these are not displayed on screen nor do they impact the number of green points a child achieves. See Appendix A

Bullying

The school does not tolerate bullying of any kind, including cyber-bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We have a separate anti-bullying policy which is available upon request.

Racism

Like bullying, this too is considered to be anti-social behaviour and will not be tolerated. All incidents of racism will be reported using the TrackItLights reporting system.

Pupils Conduct Outside the School Gates

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

In our schools we will discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- misbehaving at any time where the child is wearing school uniform or in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school
    - poses a threat to another pupil or member of the public
    - could adversely affect the reputation of the school.

Removal from Class

St Martin's Multi Academy Trust may use removal from the classroom as a proportionate response where a pupil's behaviour is significantly disrupting learning or where the safety and well-being of pupils and staff may be affected. Removal will be used as a supportive measure and not as a punitive sanction.

Removal from the classroom will only be used when other appropriate strategies have been attempted, unless the seriousness of the incident requires immediate action.

The Headteacher is responsible for ensuring that removal is used appropriately and consistently.

During a period of removal:

- The pupil will remain supervised at all times.
- The pupil will continue to complete appropriate learning.
- The pupil will be supported to regulate and reflect on their behaviour.
- A restorative conversation will take place prior to reintegration.

Parents / carers will be informed if removal has been required, particularly where this forms part of a pattern of behaviour or is linked to a more serious incident.

All instances of removal will be recorded appropriately and monitored by the Senior Leadership Team to ensure that it is being used fairly and proportionately. Where removal is required frequently, further support strategies may be implemented, including pastoral intervention, behaviour plans or review of provision.

Removal from the classroom is not a suspension and does not prevent further sanctions being applied where appropriate.

Monitoring and Evaluation

Children's behaviour is recorded on Track-IT Lights, and patterns and trends are monitored and evaluated as part of the school's ongoing self-evaluation. Appropriate action is taken where patterns or concerns are identified.

For children with complex or additional needs, including some children with SEND or an EHCP, significant or concerning incidents may also be recorded on CPOMS where a more detailed record is required. CPOMS is also used where behaviour forms part of a wider safeguarding, pastoral or welfare concern.

Appendix A

	Event	Response	Next step
Orange Stage	• Low level disruptive behaviour • Defiance • Inappropriate behaviour and language • Poor attitude to school • Non-completion of work • Minor damage to property • Friendship issues • Minor aggression towards other children	• Establish and reinforce school rules • Use positive re-direction (distraction, thinking time with sand timer, sensory break etc.) • Use behaviour script • See behaviour, think sensory • Use positive reinforcement (stickers, Green Track-It, certificates) • Issue Orange Track-It	• No pastoral / SLT support required • Class team to speak to parents
Yellow Stage	• Repetitive disruptive behaviour • Repeated defiance • Repeated inappropriate behaviour and language • Offensive language • Persistently poor attitude to school	• Establish and reinforce school rules outside the classroom • Reflection time • Sensory break away from the classroom (breathing techniques, mindfulness activities, high level physical activity etc.) • Issue Yellow Track-It • Issue class-level sanctions (moving • seats, loss of 5-10 minutes break) • Restorative conversation with class team	• Class team to speak to parents • Discussion during weekly pastoral team meeting – review Track-It data and reflection sheets, plan for pastoral interventions • Restorative practice • Team discussion involving ABC Chart (2 weeks)
Red Stage	• Persistent yellow stage behaviour • Bullying • Discriminating against gender, race, religion, disability etc. • Unprovoked physical assault causing harm towards other children or staff • Verbal abuse towards staff • Deliberate damage to school property (including setting off fire alarm)	• Establish and reinforce school rules outside the classroom • Reflection time • Issue Red Track-It and complete Incident Form • Lunchtime detention • Removal from class • Target log • Fixed term suspension • Restorative conversation with class team	• Staff to record Incident Form on Track-It and SLT action • Speak to parents • Liaise with staff involved • Pastoral Manager to discuss weekly Track-It analysis at weekly SLT: SEND/Pastoral meeting
SLT	• Persistent red stage behaviour and interventions	• Boxall Assessment and SEN Support • Individual risk assessments or Proactive Behaviour Plan • EHCNA • Specialised Personal Learning Plan (SPLP) • Alternative provision (e.g. PRU) • ISAPP • Preventing permanent exclusion meeting with parents and LA • Permanent exclusion	• Record on Track-It • Refer to external agencies • Speak to parents • Speak to LA

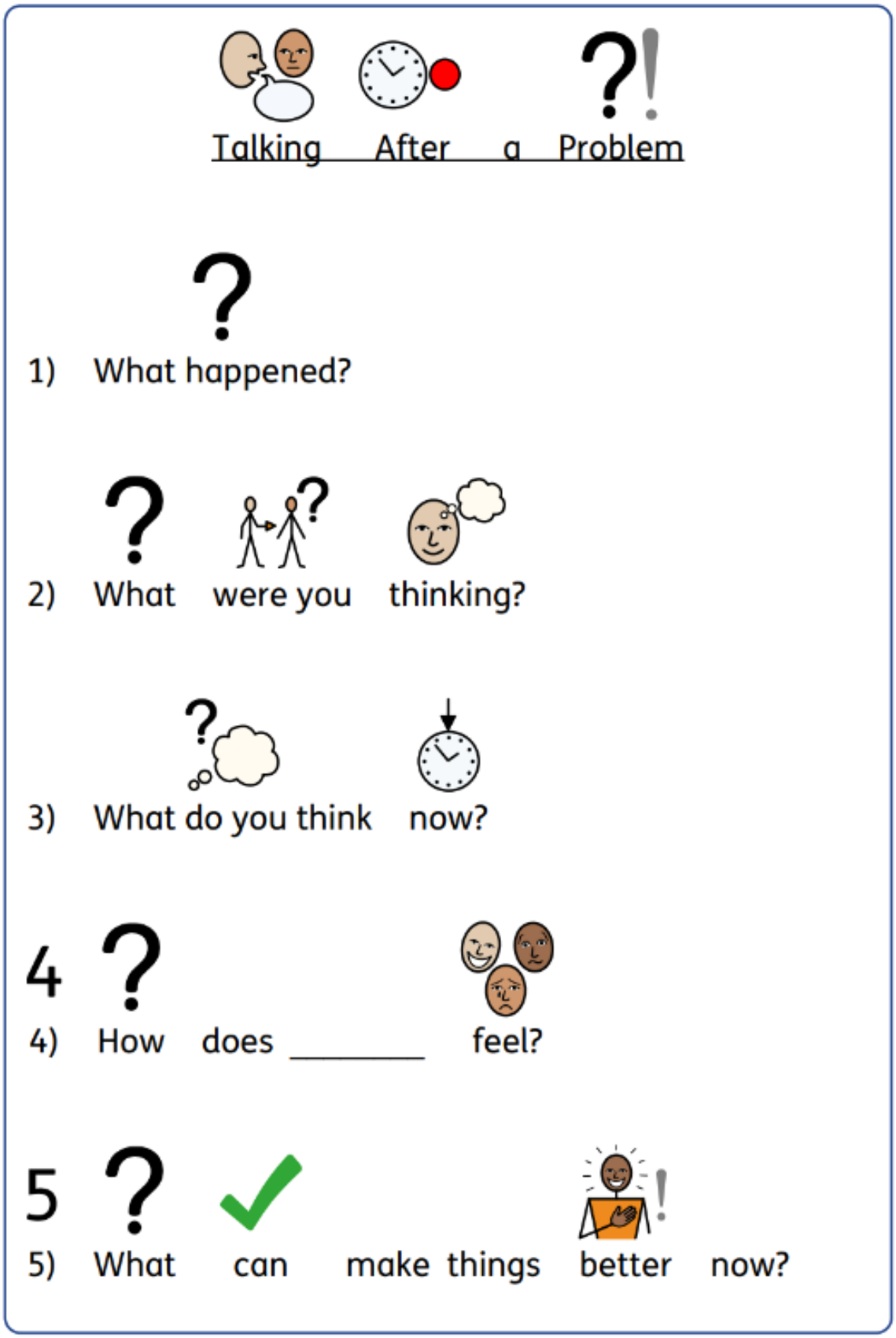
Appendix B

What happens during…

Loss of Break	Loss of Lunch	Removal from Class	Suspension
With member of year group team: • Complete reflection discussion / sheet (where appropriate) • Discussion about their behaviour • Complete any incomplete work • Sit in silence With member of pastoral team or SLT: • Complete reflection discussion / sheet (where appropriate) • Discussion about their behaviour	With member of pastoral team or SLT: • Complete reflection discussion / sheet (where appropriate) • Discussion about their behaviour • Sit in silence	With member of pastoral team or SLT: • Work away from child's year group • Enter and exit school through main office with parent • Separate break and lunch • Complete reflection sheet • Complete work they would've been doing in class	• Children complete work • Free School Meals to be delivered • Complete reflection sheet • Member of pastoral team to contact parents for update

What happens after…

Loss of Break	Loss of Lunch	Removal from Class	Suspension
• Reflection sheet reviewed • Restorative Conversation • Parents informed • Pastoral team in consultation with SLT decide if any additional support is necessary to improve the child's behaviour	• Reflection sheet reviewed • Restorative Conversation • Parents informed • Pastoral team in consultation with SLT decide if any additional support is necessary to improve the child's behaviour • Allocate member of pastoral team to be timetabled to work with the child focusing on restorative practice	• Update parents each day • Restorative Conversation • Reintegration meeting with parents, member of SLT/pastoral team and class teacher • SLT and pastoral team decide on appropriate support • Allocate member of pastoral team to be timetabled to work with the child regularly focusing on restorative practice	• Reintegration meeting with parents, member of SLT and member of pastoral team • SLT and pastoral team decide on appropriate support for the child • Allocate member of pastoral team to be timetabled to work with the child regularly focusing on restorative practice • Restorative Conversation

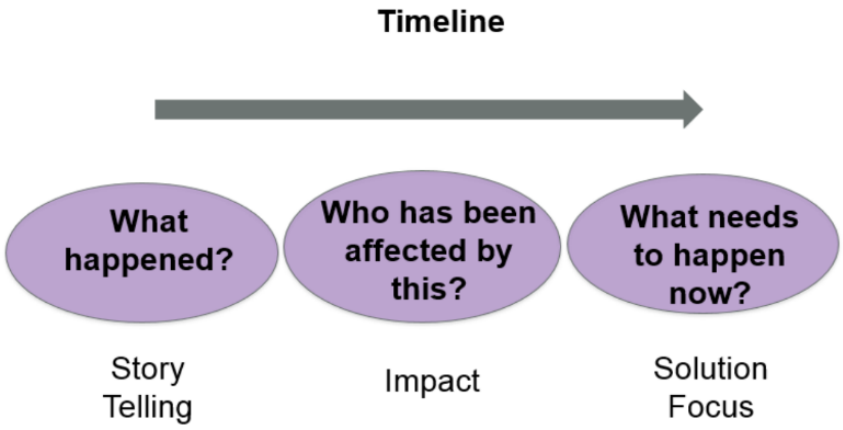

Talking After a Problem
1) What happened?
2) What were you thinking?
3) What do you think now?
4
4) How does _____ feel?
5
5) What can make things better now?

RESTORATIVE CONVERSATIONS

What is a Restorative Conversation?

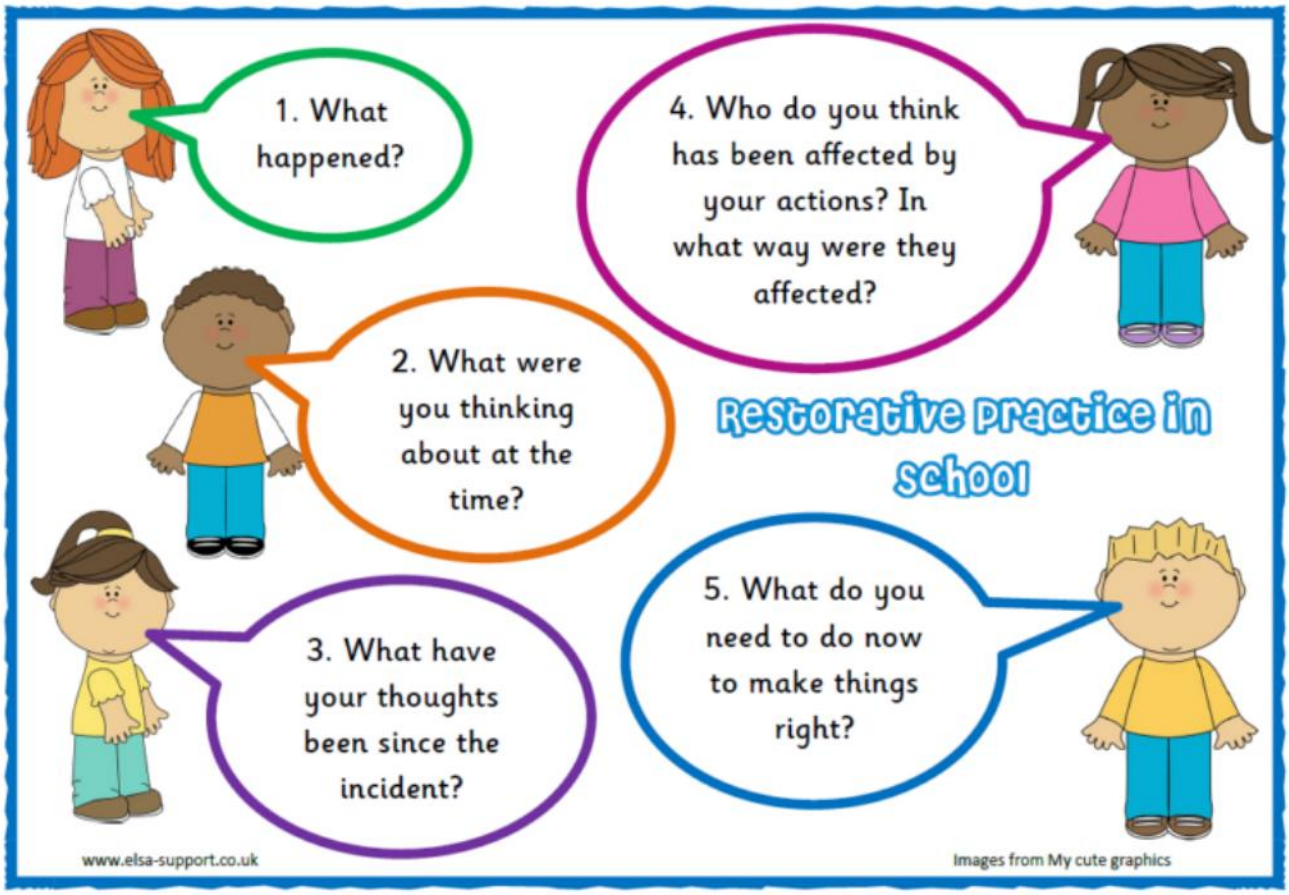
A Restorative Conversation is a small informal process used when an incident has occurred but not necessarily of a serious nature. The purpose is to bring people together to explore the incident, discuss who has been affected, consider the impact of the incident and agree what to do next. The aim of the process is to recognise that relationships have been harmed and work together to repair these relationships.

Restorative Conversation Process:



Restorative Conversation Facilitator Prompting Questions:

What happened?	Who has been affected by this?	What needs to happen now?
What happened next? And then? What has brought us here today? Tell us the issues that have brought us here today? Tell us more about… What were your thoughts at the time? What were you thinking? What was happening before? What was in your head? What do you think about it now? How were you feeling? What else? At that point, what were you thinking/feeling? When that happened, what happened next?	How have they been affected? Anyone else? Tell us more about… How have you been affected? How have other been affected? Anything else to add? What has been the hardest thing for you? Has anyone else been affected? How do you feel now? Was anyone else involved? How have other been affected?	What do you need to move on from this? What would that look like? Tell us more about… What will help you move on from this? What else needs to happen? Do you all agreed with that? Anything else to add? How does that leave you feeling? What will it look like when it's done? What do you think about what has been suggested? What will it look like when it's done? If you can't do that, what can you do? When will it be done?


1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?
Restorative Practice in School
www.elsa-support.co.uk
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