



Thriving at LFP: Our Charter (including behaviour support)

This is not a statutory policy

Policy Background	
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We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Vision and Ethos

Our Vision

We prepare our children for great futures. We inspire and challenge them to be empowered learners who will become resilient and respectful members of communities.

Our Ethos

Together, as architects of an inclusive school family, we know and understand each child and place our PRIDE values at the heart of the work we do.

Our school is a place where children attend to their learning. This is because our work is underpinned by a curriculum that is crafted both for the world of today and tomorrow.

Ensuring a breadth of opportunities to foster the development of 'the whole child', we share in our intense commitment to ensuring that every child thrives in their education.

Thriving at Lodge Farm Primary School

For a child to thrive in their education, they should feel a 'sense of belonging' to their school family. Developing strong and lasting relationships with adults and peers within their school family is the key to this. At Lodge Farm Primary (LFP) we are committed to inspiring and challenging children to become empowered learners. This is through developing a strong sense of belonging and a consistent development of relationships across the school community. Our focus is to connect with all pupils in our care to foster a 'dignity of independence' as they journey through their education with us. Successful relationship building through consistent practice will be a thread that runs through all of the Continuous Professional development and Learning for staff

Consistency in Pedagogical Practice

Addressing consistency in pedagogical practice is the premise on which all relationships are based at LFP. Consistency provides reassurance to pupils and staff alike that this is how we interact together. Knowing the reaction you will consistently receive from peers and leaders of learning ensures that pupils feel safe; safe to learn, to have a go and get it wrong without fear of unexpected reactions. It also ensures that staff feel safe in their working and learning environment. Without this consistency in expectation of how to build relationships, develop and cement these over time and ensure the highest standard of behaviour, relationships at LFP can falter and result in disruptive behaviour from pupils. This consistency in practice also supports self-regulation and builds in a 'dignity of independence' in each pupil. It ensures they are able to regulate their own relationships and behaviour to contribute successfully to our school family and wider community beyond the school gates. Consistency in practice is of particular importance to pupils with identified needs. This consistency will assist their understanding of support for and consequences of their behaviour. Overall, it contributes to understanding from parents and carers of the relationships staff are building with their child and with them and how this will impact positively on their child's education. To develop a sense of belonging for each pupil, staff demonstrate the following in their practice...

- **Consistent language; consistent response:** To develop a good, long lasting relationship with pupils, staff use positive and consistent responses in their interactions with pupils. This develops a sense of connection to our school family, vision

and ethos for pupils and staff. If needed, referring to the behaviour expectations and the consequence staircase will remind pupils about our expectations to support attention for and to learning.

- **Consistent follow up:** Ensuring 'certainty' at the classroom and senior leadership level about the relationships at LFP being developed with pupils. Ensuring that all issues are addressed fairly in the classroom and seeking support when needed but never delegating the initial response to a child to another adult. Adults can swap in and out of a situation to support a child but the initial response will be from the adult who is first supporting the child/children.
- **Consistent positive reinforcement:** Routine procedures are in place for embedding, encouraging and celebrating behaviour in line with behaviour expectations that ensures all pupils can achieve their potential.
- **Consistent consequences:** These are defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. This will follow the consequence staircase at all times. If the pupil has a behaviour support plan, this will also be followed consistently by all staff and volunteers.
- **Consistent respect from the staff and volunteers:** Respect is the glue that will hold relationships at LFP together, even if the situation is becoming increasingly difficult. Staff and volunteers are the lead in these situations and will model the expected behaviour, even in the most trying of times. A pupil's behaviour will be a reaction; adults will be aware of some of the triggers for behaviours. In some cases, they will not. The adult needs to maintain the relationship to discover the trigger and support the behaviour of the child to ensure that learning can continue as quickly as possible.
- **Consistent models of emotional control:** Emotional restraint is modelled and not just taught. Staff and volunteers are the role models for self-regulation, even when learning or situations are challenging. This includes ensuring that voices are only raised if a child is about to hurt themselves or others. Language used in conversations is thought about carefully to ensure it is not highly emotive but adds to a calming of the situation to ensure the child is listening to the support from the adult. Modelling also includes language that is drawn from policy so children hear a consistency in the language that all staff use e.g. from the consequence staircase.
- **Consistently reinforced routines:** Expectations in classrooms, around the school, at reception, in the dining hall and playground are reinforced by staff and pupils. Reasons for these expectations are explained to pupils and encouraged at all times. This is a whole school approach to build relationships and ensure a sense of belonging at LFP. These routines also support managing behaviours that may distract from learning and impact negatively on progress and attainment.
- **Consistent language:** A consistent language will support understanding of expectations both within and outside of the classroom. Consistent language includes phrases from the vision and ethos, policies that guide practice and from staff workshops focused on communication. Language is always focused on the positive and explaining what and why something is happening. If needed, vocabulary from the behaviour staircase is used in detrimental or dangerous situations.

Classroom/teaching space:

Attention for and to learning is always the primary aim of each lesson. The best opportunities to build relationships at LFP with pupils and adults comes from the privilege of approaching the challenge of learning together. Pupils at LFP work hard because of the engaging lessons 'leaders of learning' have meticulously planned and from the knowledge that everyone is working to prepare pupils for great futures. A positive learning environment is where relationships support open and honest feedback between adult and pupil, pupil to pupil and adult to adult. This will ensure that pupils develop as empowered learners. Pupils must feel safe to listen to, accept and work on feedback about their learning. Strong and positive relationships at LFP are the foundation for this and will support pupils to thrive in their education.

Staff carry out positive behaviour approaches calmly and with care. Raised voices are used to signal dangerous behaviours. This is borne of a robust pedagogical knowledge about building relationships at LFP with all pupils and adults in school and with parents and carers. This is the reason why this is a whole school approach.

This is done in a number of ways:

- All adults know pupils well, as individuals, and provide support where it is needed, both in the classroom and in the playground. This also supports volunteers' knowledge of pupils to ensure they work effectively within classrooms. Knowing 'the little things' about pupils is a key element of this. From understanding hobbies to dislikes and sharing this with a pupil is an important part of relationship building at LFP. It builds strong connections between adults and pupils and supports a sense of belonging for the pupil and their family.
- High expectations of behaviour within classrooms, playgrounds and around school are explicitly spoken about to ensure that pupils know exactly what is expected of them and the impact of demonstrating these consistently. If behaviours become detrimental to learning or dangerous to others, staff will support pupils to respond appropriately. These conversations are rooted in the Vision, Ethos and Behaviour Expectations of LFP.
- All adults promote confidence, resilience and self-efficacy through positive feedback about behaviour choices. Pupils who model our behaviour expectations well are noticed for their positive actions or attitude. This can be celebrated with staff, pupils and their families.
- Staff are very aware of the need for strong relationships built on trust, and know that they have a significant part to play in helping pupils build strong relationships and repair any rupture in a relationship that may happen. By speaking with pupils about the impact of their behaviour and ensuring that they consider this for the future, supports a change in behaviour. Adults and pupils are aware of the importance of repairing and sustaining strong relationships at LFP and the impact these have on the learning environment in school and for pupils' achievement over time.
- Staff understand the impact of trauma and adverse childhood experiences (ACEs) from wider professional development opportunities. Staff have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion. Managing a pupil's reaction may be different depending upon their background. However, expectations of how they behave will not be lowered because of this.
- If a disagreement has occurred, adults ensure that they act in a way which helps everyone involved repair and rebuild relationships at LFP, restore trust and agree on a way forward. Adults will 'notice' how pupils are reacting in a situation and start a conversation with these words... 'I notice that...'. Phrases such as TED: Tell me, explain to me, Describe to me' are also used. This ensures that the pupils understand that the adult is aware of what they are seeing in the situation and that they want to know more to understand how to support. All pupils involved in the situation are given the opportunity to share their view uninterrupted. When discussing the consequence for the behaviour choices, the behaviour staircase is always used for consistency. Language used in these conversations will be linked to explaining what should have happened in the situation and by asking the pupil to explain what they will do next to cement the right choice into their thinking. The behaviour staircase will be shared with pupils during the induction to a new school year and throughout the school year, when appropriate.
- All eventualities cannot be addressed specifically in this policy. Further details about how situations are approached on the behaviour staircase are given below. It is expected that adults will draw on their professional knowledge to deal with any situation in line with the premise of building and maintaining relationships at LFP. Staff will consult with colleagues to discuss a situation if they are unsure about the outcome that is needed. This is an excellent model for pupils and parents and carers.
- Pupils' views are sought through responses in assemblies, conversations in classrooms where pupils are truly listened to and from the School Parliament and the system that Ministers use to give feedback to staff and governors. Importantly, celebrations or concerns raised are acted upon quickly ensuring these actions are communicated effectively with the whole school family, where necessary.
- Parents and carers are actively encouraged to share in their child's learning through communication with staff in school. Even the shortest conversation at the classroom door at the end of the day can strengthen relationships at LFP with families. If a difficult conversation is needed, the class teacher will ensure that the pupil is at the end of the line so the parent/carer can be called into the classroom for privacy. The class teacher may decide to telephone the parent or carer so the conversation doesn't happen in front of the child, if this is deemed appropriate.

- If parents and carers have any concerns, these are taken seriously and followed up. This will involve a 'holding call' from the school office to reassure the parent/carer. In all conversations with families, there is an opportunity to share in the professionalism of staff. This is based on ensuring parents and carers are being spoken to from a 'position of knowledge' in all situations. This means staff need to ensure they have full knowledge of situations before speaking with parents or carers. This preparation is vital. The Communication Flow will be followed consistently to support in resolving any concerns.
- If a class teacher has concerns about a pupil's behaviour choices in school, parents and carers are spoken to in line with the behaviour staircase. If there are concerns about a pupils' behaviour outside school, parents and carers will also be contacted to discuss concerns. Meetings around this are positive and focused on support from school and how parents and carers will support at home. If needed, advice and support will be sought from other expert services, e.g. Educational Psychology, Health colleagues and Child and Adult Mental Health (CAMH), to support children who may struggle, at times, with relationships in school. Parents and carers are kept fully informed about situations, especially when the situation is improving.
- Information about pupils is shared sensitively and in a professional manner with other staff in school. This is spoken about out of earshot of pupils and only to staff who need to know the information. Recording of conversations are made on CPOMS, where appropriate.
- Professionalism is the underpinning principle of relationships between staff and volunteers in school. This means that all staff and volunteers treat each other with the utmost respect. Consideration about all conversations is given to ensure they happen in a sensitive and appropriate manner.

At times, pupils' behaviour may become dysregulated or lapse into poor choices. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed if attention has slipped. This will be non-judgmental and underpinned by an understanding of the whole child. It will be made quietly, more than likely through a 'pointed look' that acknowledges that the pupil needs to settle back into their learning. It is in nobody's interest to confront poor behaviour with raised voices or a cross tone, unless this is a situation where a pupil or adult is getting hurt. If a voice is raised, this will be through an active choice of the adult in the situation as the adult will know that a raised voice can add a level of emotion to the situation and further dysregulate the pupil.

If needed, the behaviour staircase will be used in those situations that warrant it, using the language shared on the staircase.

A graduated approach

There is a universal personal development curriculum and behaviour curriculum offer in place at LFP. These curricula offer support universally for pupils to develop and become resilient and respectful members of our school community. Coupled with these curricula, the Thriving at LFP Charter, supports pupils as they develop into respectful citizens of communities outside of the school gates.

For pupils who require more individualised support beyond this curricula, for example to ensure their attention to and for learning is maintained and their emotional wellbeing is supported, a personal plan is devised with the input of the pupil, their family and the Inclusion team at LFP. The plan will detail support strategies staff will use with the individual child. It may also include support from external agencies, where appropriate. If dangerous behaviours are repeated, the plan will detail support from external agencies in a stepped approach. In line with Stage 6 on the behaviour staircase, repeated dangerous behaviours that impact on the safety and achievement of others may result in external suspension or permanent exclusion. Steps for this will be clearly detailed in the behaviour support plan.

Our valued behaviours are celebrated with pupils, staff, families and external agencies through assemblies, rewards and in classroom conversations throughout the school.

Recognition and Rewards

At LFP, learners are recognised and rewarded. Although there are more 'public' rewards, staff and volunteers understand that a quiet word of personal praise is often the most effective reward. The use of praise in developing a positive

atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships and to foster a sense of belonging at LFP, including with those learners who are hardest to reach. Staff and volunteers will 'catch' pupils behaving as expected and celebrate this. If a pupil makes a wrong choice, this is dealt with strictly in accordance with our behaviour staircase and in a manner conducive to supporting self-regulation in the future.

Blue Rosettes are shared in Celebration Assembly. This should be linked, where possible, to the vision and behaviour expectations for pupils. If praise is offered at the time of 'learning success', this is likely to have the most impact with pupils so pupils become aware of actions that have the most impact on learning. Class rewards can be shared when the member of staff feels it is appropriate and will not only encourage further learning from the pupil but also from other pupils in the class. In addition to individual teacher praise, class rewards include awarding the 'Bobby Sock' that demonstrates a pupil has worked extremely hard to develop their skills in a specific area.

Senior Leaders will praise pupils in their interactions across school; this will be done in a way that shows pupils they have been 'noticed' following behaviour expectations and embodying the vision and ethos.

Behaviour Staircases

Early Years Foundation Stage:

Be safe			
Be kind			
Be the best you can be!		Stage 3	Stage 4
	Stage 2	Time out of class to reset. This may be in another class or with a member of SLT	Fixed term external suspension. SLT to contact parents/carers to discuss the safety of the child and peers in the EYFS area.
Stage 1	Time out (3 to 5 minute timer)	SLT will talk to the child about the right choices in the future	Persistent Stage 3 (3 incidents in a school week)
Reminder of behaviour expectations. This may be a short conversation, catching a child's eye or pointing to the Show Me Five poster	Conversation with an adult to share in the choices that should be made	SLT will speak with parents/carers	More serious physical assault on a child or adult (repeated biting, kicking, punching, hitting) - 3 within a school week
	Class teacher to call parents/carers	Persistent Stage 2 behaviours - 3 time out sessions in one day. One to include SLT	Malicious physical assault on a pupil or adult that results in injury
Not following adult direction after being asked twice	Repeatedly not following adult directions when appropriate choices are being given	Serious challenge to authority, placing the child, their peers or adults in danger	Use or threat of use of an object to hurt a child or adult - 3 times in a school week

	Knowingly using unkind words or actions which could cause hurt or did cause hurt	Deliberate biting/kicking/punching	
		Deliberate damage to property or aggression towards property	
	Lunchtime:	Bullying or Racism	
	Time out at lunchtime will be for 2 minutes walking with a lunchtime supervisor	Trying to leave the EYFS area	
Detrimental behaviours		Detrimental behaviours	Dangerous behaviours
Attention for and Attention to learning			

Early Years Foundation Stage:

The EYFS has an adapted staircase to take account of the age and stage of development of our youngest pupils. The focus for these pupils is on developing great relationships with their peers and the adults in school. If behaviour choices are made that are detrimental or dangerous, the context of the situation will be taken into consideration. Support for developing the right behaviour choices will be given, appropriate to the pupil's age and stage of development.

Key Stage One and Key Stage Two Behaviour Staircase

					Stage 6
Be safe				Stage 5	Fixed term external suspension and SLT to contact parents/carers
Be kind			Stage 4	Internal suspension and SLT to contact parent/carers	Consider safety on trips and on the playground
Be the best you can be!		Stage 3	Loss of 30 minutes of free time	Consider safety on trips and on the playground	Individual basis
	Stage 2	Loss of 15 mins free time	Phase Leader to contact parents/carers	Individual basis	Persistent Stage 5 (3 incidents in 5 days)
Stage 1	Move to another class (PL where possible)	Class teacher to contact parents/carers	Persistent Stage 3 (3 incidents in 5 days)	Persistent Stage 4 (3 incidents in 5 days)	More serious physical assault on a pupil or adult (punch/kick/bite/hitting etc)
Reminders Given	Class teacher to contact parents/carers	Persistent Stage 2 (3 reminders in 1 lesson)	More serious challenge to authority	Deliberate damage to property	Leaving the school site without permission
Move in Class	Persistent Stage 1 (3 reminders in 1 lesson)	Unkind actions or behaviour	Verbal abuse/threats	Bullying	Absconding
Low level disruption	Rudeness towards adults	Inappropriate remarks/swearing	Deliberate aggression resulting in injury without an intent to hurt	Fighting	Bringing an object in to school that could be used as a weapon
Ignoring instructions	Inappropriate searches on the internet	Deliberate provocation of others	Rough play where a child is hurt and equal involvement with other child (both given consequences)	Racism/Discrimination (verbal or physical)	Use of or threat of using an object to hurt another person without provocation
Calling out		Minor challenge to authority including lying about a situation	Deliberate minor damage to property	Throwing items in anger	Inappropriate behaviour (deemed by SLT using national guidance)

Not completing work		Rough or thoughtless play	Leaving the classroom without permission	Deliberate aggression towards property (kicking cupboards/throwing chairs etc)	In extreme cases of violence or repeated Stage 5 & 6 behaviours, the headteacher may consider permanent exclusion
Unkind words		Deliberate exclusion of others in play	Lying to implicate another child in a situation	Minor physical assault to a pupil or adult (hit/slap/push)	
Detrimental behaviours		Detrimental behaviours		Dangerous behaviours	
Attention for and attention to learning					

Key Stage One and Key Stage Two:

Each concern raised about a pupil's behaviour will be investigated thoroughly. Consideration of the context regarding the situation will be taken into account, along with information shared by others and, if appropriate, details seen on CCTV. CCTV footage is not shared outside of the school due to safeguarding concerns. If a pupil is on a behaviour support plan, the behaviour staircase is still used in the same way as it is with other pupils.

Breaktimes Behaviour Staircase:

					Stage 6
Be safe				Stage 5	Fixed term external suspension and SLT to contact parents/carers
Be kind			Stage 4	Internal suspension with SLT immediately and SLT to contact parent/carers	Consider safety on trips and on the playground
Be the best you can be!		Stage 3	Loss of remainder of breaktime and next breaktime (Sent to Reflection)	Consider safety on trips and on the playground	Individual basis
	Stage 2	Loss of remainder of breaktime (Sent to Reflection)	Phase Leader to contact parents/carers	Individual basis	Persistent Stage 5 (3 incidents in 5 days)

Stage 1	Reminders Given	Class teacher to contact parents/carers	Persistent Stage 3 (3 incidents in 5 days)	Persistent Stage 4 (3 incidents in 5 days)	More serious physical assault on a pupil or adult (repeated punch/kick/bite/hitting etc)
Reminders Given	Asked to stand with an adult for 5 minutes	Persistent Stage 2 (3 reminders in 1 breaktime)	More serious challenge to authority	Deliberate damage to property	Leaving the school site without permission
Asked to stand with an adult for a minute		Unkind actions or behaviour	Verbal abuse/threats	Bullying	Absconding
Unkind words	Persistent Stage 1 (3 reminders in one breaktime)	Inappropriate remarks/ swearing	Deliberate aggression resulting in injury without an intent to hurt	Fighting	Bringing an object in to school that could be used as a weapon
Ignoring instructions	Rudeness towards adults	Deliberate provocation of others	Rough play where a child is hurt and equal involvement with other child (both given consequences)	Racism/ Discrimination (verbal or physical)	Use of or threat of using an object to hurt another person without provocation
Arguing within a game		Minor challenge to authority including lying about a situation	Deliberate minor damage to property	Throwing items in anger	Inappropriate behaviour (deemed by SLT using national guidance)
		Rough or thoughtless play	Lying to implicate another child in a situation	Deliberate aggression towards property (kicking cupboards/throwing chairs etc)	In extreme cases of violence or repeated Stage 5 & 6 behaviours, the headteacher may consider permanent exclusion
		Deliberate exclusion of others in play		Minor physical assault to a pupil or adult (hit/slap/push)	
Detrimental behaviours		Detrimental behaviours		Dangerous behaviours	
Attention for and attention to learning					

Breaktimes:

Breaktimes have a separate staircase to respond to incidents with consequences that can be enacted during the breaktime when at Stage 1 to Stage 4. Details about incidents remain the same as the staircase for the classrooms.

Further Guidance

Focusing on and praising the behaviours expected at LFP is one of the most effective ways to address negative behaviours. All conversations about behaviour will be underpinned by the behaviour expectations; be this a positive or negative conversation. Sometimes a simple reiteration of the behaviour expectations without discussion is all that is required to refocus a learner to their work. All learners must be given ‘take up time’ in between steps of the behaviour staircase. This ensures that pupils have the opportunity to change their behaviour. This may be simply a few seconds or, for some pupils, a few moments. Remember acting quickly on being told ‘what to do and not what to stop’ is vital in changing behaviour quickly to ensure learning continues.

When considering the behaviour concern, context about the situation will be considered. Context includes location of concern, witnesses, response of others involved in the situation, whether the behaviours have been repeated and understanding of the pupil about their actions. For Stage 2 or above, details will be recorded on CPOMs for future reference, should it be needed.

If a pupil reaches the step where they are expected to go to another classroom, it is understood that every minute a learner is out of a lesson is one where they are not learning with their peers from their teacher. Steps should always be gone through consistently and with care and consideration taking individual needs into account, where necessary.

If a situation becomes serious and is considered to be ‘Peer on Peer Abuse’, the Peer on Peer Abuse Policy will be followed.

If a situation becomes serious and is considered to be ‘Bullying’, the Bullying Policy will be followed.

If a situation becomes serious and is considered to be ‘Racism’, the Anti-Racism Policy will be followed.

Records

All behaviour incidents will be dealt with in line with the behaviour staircase. All behaviour incidents from Stage 2 to Stage 6 are logged on CPOMS to ensure that patterns are identified early and intervened in before the behaviours impact on a pupil or pupils’ achievement. When discussing a behaviour incident at Stage 3 to 6, communication with parents and carers will always be discussed and acted upon. This supports relationship building. Staff will ensure that they share positive choices as well as poor choices with parents and carers. Where a support plan is needed, a robust knowledge of patterns of behaviour are needed to ensure an impactful plan is written, hence the need for recording on CPOMs. .A support plan is written by a senior leader, the class teacher and with parents and carers to support understanding of the behaviours that are being supported in school. From this plan, reasonable adjustments being made to the staircase and the steps that will need to be taken to ensure all pupils and adults are safe in school are also discussed. .

Relationships with External Professionals

The strength of relationships at LFP with external professionals is acknowledged as a key way to develop knowledge both about pupils and the pedagogy needed to support their achievement. All staff, as Leaders of Learning, take all opportunities to discuss pupils with external professionals and to offer their knowledge about them to ensure that these professionals can offer the very best support to pupils, families and staff. Staff at LFP understand that it is their professional duty to gather the very best information at their disposal to support both written reports and in person meetings and to offer this to external professionals to ensure that pupils reach their potential. Staff at LFP are confident to challenge practices that do not put the needs of the pupils at the heart of decision making to ensure pupils are given the support needed to have a ‘great future’.

What is the ‘Thriving at LFP Charter’? What it is not?

What it is...	What it is not..
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Professional: follows policy, guidance and draws on a body of knowledge shared in Continuous Professional Development and Learning.	Unpredictable: Inconsistent application of the policy and guidance leads to an unpredictable nature in relationships at LFP. No one knows 'where they stand' in the relationship.
Respectful: a calm and assured approach. Raised voices are only used when a child is about to hurt themselves or others.	Favours some children over others: there are class favourites and everyone knows who they are without being told.
Reasonable: treat others as you would wish to be treated.	Singles some children out: This would be the children whose behaviour is the trickiest to manage. As the saying goes... 'those who need the most love ask for it in the hardest of ways'.
Predictable: excellent routines are the basis of successful relationship development.	Hands on: It does not include 'hands on' practice unless you are keeping a child or children safe. This means if you need a child to move, you ask and point to where you want them to move. You do not physically move them to the position needed.
Consistent: Children and adults in class know exactly 'where they are with you' as adults in school approach their work consistently. Adults are able to regulate and control their emotions.	Exclusive of families: Lack of communication with families allows for concern to develop and does not garner the support of families when it is needed the most. These may be the hardest to reach families and, therefore, polite persistence will be needed.
Inclusive: everyone is welcome into our school family.	Authoritarian as opposed to authoritative: Adults do not lead learning and behaviour management in a calm and assured manner. Voices are raised and there is a sense of dysregulation when others visit the classroom or area in school. This dysregulation may be from other pupils or adults in the room.
Focused on what is best for the child: this is rooted in our vision and ethos.	Focused on what is best for the adults only.
Includes a focus on relationships with families: this includes older siblings, parents and carers and the wider family.	Excludes families from school life through lack of consistent communication.

Builds trust within school: respectful, well developed relationships build trust with everyone and show we are professionals and 'know what we are doing exceptionally well'.	
Safeguards children and staff: Policies and guidance are followed to ensure children are safe and staff know how to act.	Policies and guidance are not followed which leads to children and staff having a sense of the 'unknown' in adults and other children's reactions.
Includes a structured consequences chart that is followed fairly with reasonable adjustment for children who need it. This is communicated with families.	Behaviour choices are responded to inequitably, with no consistent precedent drawn on.
Permission based: A child offers or volunteers to show you because you have asked their permission. 'May I have your pencil to demonstrate how to write the word?' 'Can I look at your hand? Show me where you have fallen over'.	Expecting pupils to show you without seeking permission.

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