

RELATIONAL BEHAVIOUR POLICY



RELATIONAL BEHAVIOUR POLICY (Includes Exclusion)

Author/Person Responsible	Steve Pavey, Headteacher Karen Whiting, Pastoral Lead and SENDco.
Review	FGB 14 th October 2026
Review Frequency	Biannually
Next Review Date	September 2028
Previous Review Amendments/Notes	New Policy – previously Positive Behaviour and Exclusion Policy Addition of Trauma informed practice guidance including Emotion Coaching and Zones of Regulation

Related Policies	SEND and Inclusion Policy Safeguarding and Child Protection Policy Staff Well-Being Policy
Chair of Governor's Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Relational Behaviour Policy	DATE:	October 2026
EIA CARRIED OUT BY:	S Pavey	EIA APPROVED BY:	R Brine

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum)		X

seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual, transgender; actual or perceived)		X

Rationale

North Road Primary School strives to create a positive atmosphere in which children feel safe, secure and happy. Our practice is trauma informed which is embodied by our aspiration to build a nurturing and caring ethos which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for children to thrive, both academically and in relation to their wellbeing.

Policy Aims:

- ✓ To ensure that all members of the school community feel safe
- ✓ To encourage relationships between all members of the school community that facilitate effective learning
- ✓ To allow children to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others
- ✓ To teach children how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood

Purpose of the behaviour policy:

To provide guidance to staff and learners that can be:

- ✓ Accessible and applicable at all levels within the educational setting
- ✓ Supportive of children engaging in all aspects of school life
- ✓ Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy
- ✓ Monitored and evaluated with input from children, parents/carers and governors.

Recognising behaviour

- ✓ We recognise praise and positive feedback are important to support children to reflect on their behaviour in a way which will best support learning.

- ✓ We ensure praise is **specific**
- ✓ We recognise the importance of frequent verbal praise
- ✓ Praise will be given through Class Dojo. Dojo points are linked directly to school values. Parents are informed via the app of positive behaviours and each class celebrates the child who has earned the most Dojo Points at the end of the week. Children who receive the highest number of Class Dojo points in an academic week are invited to enjoy a hot chocolate with Mr Pavey.
- ✓ Praise will also be given in the North Road Stars Award Assembly, held on a Friday.
- ✓ Children who have modelled behaviours that have gone 'over and above' school and class expectations are invited to enjoy a hot chocolate with Mr Pavey and share their achievements.
- ✓ In addition, all children earn house points and these are counted, shared and celebrated weekly during North Road Stars Assembly.
- ✓ Each class operates a termly incentive for children who have met the agreed class behaviour/learning focus for the term
- ✓ At the end of each term, Mr Pavey writes a personal postcard to share the child's success with the family. This is posted during the last week of term and the family will receive it during the holidays.

Pupil Expectations:

- We are **respectful** of others and ourselves
- We take **pride** in all that we do
- We take **responsibility** for our actions and behaviour
- We are **positive** in all our actions and thoughts
- We show **ambition** in all that we do.
- We model **perseverance** in our words and our actions.



Staff Expectations:

- We value our relationships with children and their families
- We strive to understand the function behind a child's behaviour
- We consistently model the behaviour we wish to see
- We always give children a fresh start as required
- We recognise children need a chance to turn their behaviour around
- We ensure that we support and implement the agreed trauma informed approaches (e.g. emotion coaching/responsive Zones of Regulation plans)
- We use trauma informed language in our daily routine

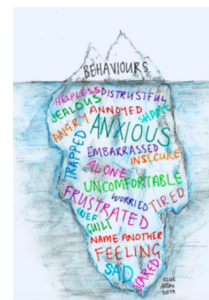
Environmental Consistency:

At North Road Community Primary School, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy
- We refer to the school expectations every time we provide feedback, in which we explain how a child's responses has/has not reflected these expectations
- All school staff are aware of the strategies being used to support individual children with additional needs (including acknowledgement and awareness of the responsive Zones of Regulation plans)
- All school staff are trained in and able to use Emotion Coaching to support children's emotional needs and provide consequences/problem solving opportunities when required.

Understanding the function of behaviour

- We see behaviour as a form of communication and strive to understand the function behind a behaviour.
- We prioritise relationships, empathy and feeling safe and use Emotion Coaching in our interactions.
- We recognise that boundaries keep children and others safe and mean that children are ready to engage in all aspects of school life.



Boundaries

1. **VERBAL: Adult states the boundary in relation to school values** e.g. *X you need to do....because X you need to sit on the carpet because swinging on your chair is not safe. Remember our value of responsibility.*
2. **VERBAL: Adult reminds of the positives**
Remember when I was so proud of your positivity for having a go in our topic lesson? Let's see that again
3. **VERBAL: Adult reinstates the boundary**
I can see that you are finding this difficult. I'm going to ask you to leave unless you can change what you are doing. This is your last chance.
4. **PARTNER CLASS** in another class - for a maximum of 10 minutes. *"You are going to have 5 minutes with X to calm, then we'll get started on something else."* The adult will complete a time out slip (appendix I) to give to the receiving teacher and returned to the class teacher when the time out is finished. The time out slip should be stuck into the class behaviour book. The child will work away from others on an independent task. Adult interaction in the partner class is limited. When a child returns to class, a restorative conversation will take place with the adult in the class:

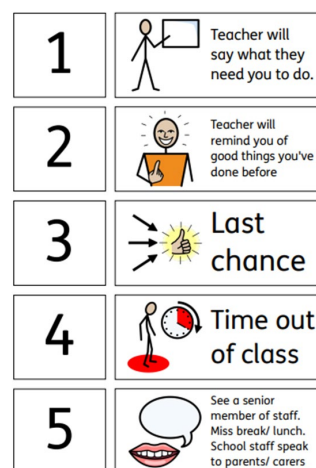
1. What happened?
2. Who was affected?
3. What could I have done?

4. What needs to happen to make this right?

5. See a member of the **Senior Leadership Team (SLT)**

If the behaviour continues or resumes in the next lesson – a member of the SLT will be called, they will be given the time out slip. This may be the Head Teacher, the Senior Teacher or the SENDCo. They will have a formal conversation with the child and record this on the 4Ws sheet (appendix II). This sheet will be logged on CPOMs and a copy sent home to parents/ carers. The child will be returned to class by a member of SLT when they are 'learning ready'. The child will be asked to complete /continue their work for 10 minutes at playtime/lunchtime to make up for the missed time. Once their work is completed, they can go to lunch/play.

This is summarised for children using the following: (appendix III)



*At lunchtime, the same process will take place but children will have time out in headteachers office.

For **all pupils**, in the event of a **serious incident**, child will be sent straight to Head teacher and parents will be contacted. If the incident is of such seriousness, exclusion may be considered as an option.

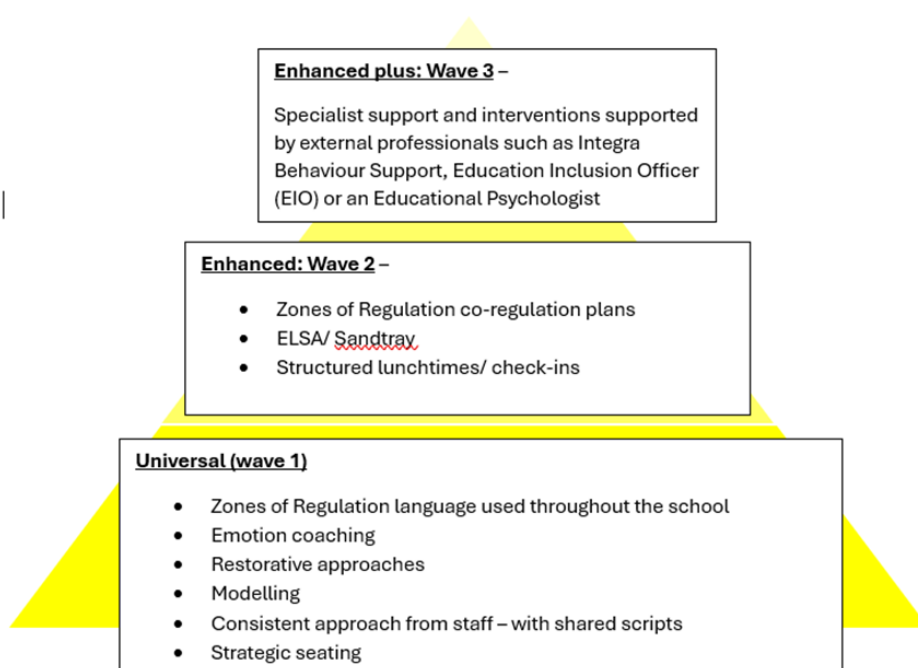
Serious incidents include violent behaviour or behaviour which puts themselves or others at risk. This includes vandalism, swearing and the use of racist or homophobic language.

Differentiation:

- We will differentiate our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010), this includes for children with a Special Educational Need and/or Disability (SEND). For some children, this approach will require an individualised emotional regulation approach which will include Zones of Regulation co-regulation strategies.
- We will inform parents/carers when this approach is implemented and senior leaders will work with staff to support them.
- Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One

behavioural approach (please see below) will be effective for many children at North Road Community Primary School, some children will require extra support in order for us to ensure an equitable school environment.

- A graduated response to behaviour allows staff to support children according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response. Children will be provided with support based on their level of need. Given that our school views behaviour as a communication of need, frequent dysregulation will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate.



Pupils' Conduct Outside The School Gates

We recognise the statutory powers to deal with misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

In addition to behaviour that could at any time that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Behaviour taking place in these locations or at these times may be investigated and parents contacted if the incident is felt to warrant this. The school will also support pupils who are subject to Cyber Bullying out of school. Incidents reported to the school will be, where practicable, investigated and parents contacted if concerns are raised. In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Exclusion of Pupils

North Road Community Primary School recognises the potentially detrimental impact of exclusion and consequently takes the preventative measures outlined in the Waves on page 6. However, very occasionally a pupil may be excluded from school. This is a serious and exceptional option that has a set of procedures to follow. This process is set out in Appendix IV.

Physical Intervention

We adhere to the government guidance on physical intervention. Members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging school property. It would only be used as a last resort, by staff trained in Team Teach. All incidents are recorded in the bound and numbered record book.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Signed: Steve Pavey Headteacher

Date of Policy: October 2026

Review Date: October 2028