

'To provide a foundation for fulfilled lives, inspiring confident and happy learners'

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

Relationships and Behaviour Policy

Document Adopted By Governing Body	
Signed (Chair):	
Date:	Oct 2026
Print Name:	Sarah Hinchliffe
Date of Next Review:	Oct 2027

Introduction

Our school is committed to creating an inclusive community in which children and adults treat each other with respect and consideration, so that everyone can learn, achieve and be successful. We actively strive to create an ethos and environment supportive of learning and emotional health and well-being. We teach our children social and emotional skills (RHE) to help them to recognise and understand their own feelings and to take responsibility for their own behaviour choices.

Dobcroft Nursery Infant School's vision statement is "To provide a foundation for fulfilled lives, inspiring confident and happy learners".

Our School Vision applies to everyone and was negotiated with children, governors, staff and parents. It helps to create a respectful, safe and thriving learning community. The school values uphold the school vision.

This policy is designed to promote a positive ethos of expected behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

We teach our children to take responsibility for their behaviour choices. We try to 'put things right' when our behaviour causes others hurt, disadvantage or disrupts learning.

Encouraging behaviour for effective learning is the responsibility of everyone in school. We will do this by:

- Consistent Trauma Informed approach to behaviour with an emphasis on relationships
- Offering stimulating teaching which invites children to engage and participate actively
- Celebrating effort, achievement and attainment
- Having clear and consistently high expectations of behaviour
- Using consistent whole school, behaviour management strategies and teaching of good behaviour
- Creating and sustaining a high quality school environment
- Acting as positive role models in our own relationships with children, parents and staff
- Working with parents to share our behaviour strategies
- Encouraging children to make good choices and take responsibility for their own behaviour
- Helping children to use a restorative approach (putting it right)
- Teaching the qualities of learning: The 5Rs (Resourcefulness, Resilience, Reciprocity, Risk-Taking, Reflectiveness)
- Providing additional social and emotional learning support for vulnerable pupils
- Monitoring rates and patterns of behaviour which impedes learning
- Take into account the whole child when dealing with behaviour, including anything which may affect behaviour such as SEN needs or early childhood experiences

Trauma Informed Approach

Staff have undertaken training programmes through TISUK.

This means that we:

- Place relationships and a child's sense of safety and security at the heart of the classroom management
- Encourage nurture, warmth and empathy when a child or young person is presenting with behaviours
- Promote a sense of community and belonging
- Take individual circumstances into account

In practice this means that we:

- Identify and meet the need being communicated through behaviour at the earliest opportunity (rather than giving sanctions for behaviour)
- Have restorative conversations between the child and an emotionally available adult (EAA) at a point where the child is calm enough to reflect on triggers, thoughts, feelings and what might help them in the future.
- Use a relational approach to behaviour management. A relational approach is one in which staff "are aware of and explicitly focus on the quality of their interactions with children to develop classroom communities that promote academic, social and emotional growth. This will still include discussing consequences and using problem solving skills as opportunities to learning.
- Recognise, validate and attune to children and this takes precedence over other means of discipline – "Connection before Correction"
- Focus on the function behind the behaviour rather than the behaviour itself

To this end our school is committed to educational practices promoted by TISUK: **Protect, Relate, Regulate and Reflect:**

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction ([Dan Hughes](#)); being warm empathic, playful and curious (proven to shift children out of flight/fright/freeze positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). Pedagogic interventions that help staff to get to know children better on an individual basis e.g. Time to Talk and 'I wish my teacher knew'. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life. Vulnerable children have access to an emotionally available adult, and know when and where to find that adult. School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'. An example of a strategy employed throughout school to support this is Time to Talk.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

Reflect

Staff training and development in the art of good listening, dialogue, empathy and understanding is provided regularly. This means that a trusted relationship with a member of staff can be established so that children can reflect on what has happened be given the opportunity to understand their behaviour. An example of a strategy employed throughout school to support this is "Put it Right" area.

Key Premises of our approach

The teaching of expected behaviour represents an opportunity to teach, nurture, provide boundaries and problem solve. "It is important to reflect on the function behind the behaviour, the lesson that should be taught and the best way to teach that lesson" (The Yes Brain Child, Siegel & Bryson, 2018). Trauma informed approaches to behaviour aim to understand what a child might be trying to say to us through their behaviour.

The key premises of our approach are as follows:

- **Behaviour is a form of communication.** The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) – which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need or of anxiety or sensory challenges which could stem from a STEM need. We stay curious and try to unpick what might be leading to this behaviour
- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).** Whilst consistency of approach is important for children to feel safe and secure, it is also important to differentiate expectations and approach according to a child's abilities, needs and experiences. Whilst the majority of children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support

- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.** "The parent–child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

All of our staff undergo termly Trauma Informed training and key information including adverse child experiences (ACES) and external factors are shared promptly with relevant staff.

Staff use a range of strategies as described in this policy which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others.

These strategies may include (but not exclusively):

- **Time To Talk:** From day one at Dobcroft Nursery Infant School, children have "Time To Talk", where adults model expected behaviour in-the-moment and support children to establish and practise strategies that help them to meet our school values. This establishes strong relationships between pupils and staff, providing secure attachments and trusting relationships. This reinforces the educational practices of Protect
- Time alone in another part of the classroom with an EAA nearby
- Support with an emotional available adult
- Use of a turnaround box
- Zones of Regulation
- Sensory breaks and low arousal approaches
- Use of the Put It Right Area with an EAA or alone if appropriate
- Use of time away from the classroom with an EAA or alone if appropriate, for example in a calm area such as The Cocoon, Butterfly Room or Forest School

Behaviour Coaching

It is recognised that expected behaviour needs to be modelled and taught as we do in other areas of the curriculum. This is our behaviour curriculum (see below). Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

At Dobcroft, when children are finding following the expectations difficult within school, we follow the following 5 step coaching process:

- Step 1: Reminder of behaviour curriculum
- Step 2: Emotion coaching
- Step 3: Logical consequences
- Step 4: Post-incident learning
- Step 5: Restorative justice

Behaviour Coaching Process

Step 1: Reminder of behaviour curriculum

Unwanted behaviours are identified and recognised early and children are reminded of the expectations. Staff will also direct children to elements they have learnt as part of the behaviour curriculum such as the 5Rs, school values or Put it Right area to support them and the rights of others.

Step 2: Emotion coaching

We know that recognising and acknowledging children's emotions supports their learning and often helps to de-escalate a situation.

Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation. [Click here](#) for evidence base.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' – sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

The key stages of emotion coaching are:

Recognising, empathising and soothing to calm. (I understand how you feel, you're not alone)

Labelling of the emotion.

"I wonder if you're feeling X...?"
"I can see that you're upset/ confused..."
"You're showing me that you're feeling sad..."
"You're angry about..."
"I can see that something's not quite right, can you tell me about it?"

Validating the emotion.

"I'm sorry that happened to you, you must have felt xxx..."
"I know if that happened to me I would feel xxx too..."
"It's OK that you feel scared about that..."
"Of course you are excited about xxx!"
"It's OK to feel like that..."

Boundary-setting (if needed).

"It is OK to feel angry/scared/ mad, it is not OK to hurt others/throw things..."
"It is my job to keep you and the other children in school safe..."
"It is not safe for you to do X..."
"I'm worried that you will hurt yourself if you do that..."
"This is not a safe place to do that..."

Problem solving with the child – Post Incident Learning, PIL (see Step 4 below) and Restorative Justice –Put It Right (see step 5 below).

Connection before correction

Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- External regulation
- Internal Frameworks
- Internal regulation



Sanctions and Rewards



Emotion Coaching

Step 3: Logical consequences

Logical consequences teach our children to build internal controls and learn socially responsible behaviours, rather than enforcing compliance through punishment. We believe that you cannot punish a child in to behaving differently, instead we educate about desired behaviours. When a child is showing us unwanted behaviour, a logical consequence will follow:

Logical consequences will be:

Related – the consequence must be related to the behaviour

Respectful – the consequence must not involve blame or shame; and should be kindly and firmly enforced. It is also respectful to everyone involved.

Reasonable – the consequence is reasonable from the child's point of view as well as the adult's.

We ensure that logical consequences are directly related to a child's behaviour. Therefore, when an unwanted behaviour is shown, a logical consequence will follow. Logical consequences are respectful of the child, realistic for the child (and teacher) to accomplish, and related in a way that allows the child to take responsibility for their actions and learn socially responsible behaviours.

The goals of a consequence is to encourage accepting responsibility and practicing accountability. Logical consequences communicate to a pupil that their behaviour has an impact and are their responsibility. Where punishment can feel like a personal attack, consequences are a straightforward, rational learning experience based on the behaviour being displayed.

An example: For a child who knocks over a pot of pencils, the logical consequence would be to pick them up. A punishment would be them missing some of their play time.

- Adults speak to pupils in a 1:1 space should they need it and when it is appropriate (e.g. they are regulated), to talk through the logical consequences to the behaviour with them.
- This may not be in the period immediately after an incident as the child(ren) concerned often need time to emotionally regulate first. The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time.
- We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.
- Where a consequence is deemed necessary, these will be given and supported by an emotionally available adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- Support and positively reinforce when children identify their own logical consequences "You think we should put the resources back, what a great idea."
- After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour e.g. "Thank you so much for making the right decision to tidy these up, that really helpful". "I am so proud of you for your learning – you've realised that getting mad is OK, but throwing resources isn't OK, and you're helping to fix that"
- If appropriate we can coach the child into thinking of their own logical consequence eg "Should we leave these resources on the floor?"
- Logical consequences can include reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time where the person that has been affected by the child's action is the focus. Actions are taken to repair the relationship.

Step 4: Post Incident Learning, PIL

(Used when working with a child once they are regulated)

We acknowledge the power of reflecting (post-incident learning) as:

- A learning opportunity for the child to reflect upon how they felt during crisis and how they might manage those feelings more positively in a future scenario.
- A learning opportunity for staff to clarify underlying causes and feelings of the child.
- A learning opportunity for staff to reflect upon the techniques used to de-escalate and/ or physically manage the situation.
- A coaching opportunity for staff to teach children emotional intelligence and literacy.

Staff use 'The 3L's' (*Colin Campbell, Asst. Advisory Officer, BST, SEELB/ Joe Duffy, Senior Ed. Psychologist, SEELB/ QUB*) and (*Dean Cotton*) when supporting a child:

L – Listen What has happened? (Listen: To the child's view first). *Script: Can you tell me/ show me what has happened, please?*

L – Link How did that make you feel? (Link: Emotions to behaviours). *Script: Can you tell me/ show me how that made you feel?*

L – Learn The next time you feel that way, what could you do? (Learn: Find better ways for next time). *Script: What might you do differently next time you feel this way? "Let's decide what you will do next time when you feel like this" "Can you remember feeling this way before and what we did" "I can help you think of a different way to manage" "Let's think of what we could have done instead"*

Staff understand the importance of asking a child how they'd respond differently to feeling a specific emotion again, instead of how they'd respond to a specific action. Example: Child A is tripped over by child B. Child A becomes angry and pushes child B. Staff ask/ coach child A about how they'd respond differently to feeling angry again, not how'd they'd respond to being tripped over. This means this emotional literacy learning is then transferable to many scenarios the child might face in future.

Post-incident learning, when and where?

We acknowledge that children may be ready to engage in restorative conversations at different times depending on individual circumstances. As such, staff:

T – TIME – Give time, as we understand that we cannot rush the process and the conversation can only take place when the child is ready.

E – ENVIRONMENT – Ensure that the environment is right for the conversation (comfortable/ calm/ respectful to the child)

Step 5: Restorative Justice – Put It Right

(used when someone else has been affected)

Working restoratively is about 'working with' individuals at every opportunity and seeking to enable and empower them to make sustainable changes to unacceptable and/or unhealthy behaviour(s).

Restorative practice, involves helping the child think through their behaviour, its consequences and what they can do to make it better. Our ethos involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative approaches enable everybody's voice to be heard. They provide opportunity for those children who have been involved in conflict to work with and alongside an emotionally available adult to acknowledge the impact of what has happened and take steps to put it right. A restorative approach recognises that children are often experts of their own solutions and will often promote accountability and maximise personal responsibility. A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored and repaired. At Dobcroft, we call this "Putting It Right" and every classroom and each outside area has a "Put It Right" area that children can access.

We want children to be able to emotionally regulate as independently as possible so we dedicate an area of the classroom to this called the "Put It Right" area. This reinforces the educational practices of Relate, Regulate and Reflect. Children learn to take an active role in recognising their behaviours and understanding the effect they have on others. They are expected to try to 'Put It Right' which is explicitly taught in lessons. In Foundation Stage this will be supported by an emotionally available adult who will model expectations, by Year Two children can access this area to resolve conflict independently or with an emotionally available adult where necessary. They use the established strategies of: zones of regulation, stop-calm-do and calming down tricks to achieve this.



When children go to the Put It Right area they follow the steps:

STOP: and notice what you are feeling

CALM: do a calming down trick (these are explicitly taught in lesson)

DO: Solve the problem. Each person takes it in turn to speak and say what they think has happened and explain how it has made them feel. They then work together (with an adult if required) to find a solution – what will they do to repair this situation and what will they do next time they feel this way.

Restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.

If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.



Behaviour Curriculum

We acknowledge that behavioural expectations might not be intrinsically present in every child who attends school and we cannot expect children to simply 'know how to behave.' We acknowledge that it is our responsibility to teach behavioural expectations, as we do other areas of the curriculum. The behaviour curriculum is taught explicitly at the start of the academic year, after each half term break and through assemblies and as often as necessary with their class throughout the year (in recognition that a behavioural "reset" or reminder might be required at different points throughout the year).

The behaviour curriculum includes:

- Put It Right
- Logical Consequences
- School values
- 5 Rs
- Zone of Regulation
- RHE Curriculum
- Right, Respecting School

More information about these can be found below:

Put it Right

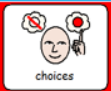
For more information about the process that occurs when "Putting It Right" please see the "Behaviour Coaching Process", Step 5 above.

Logical Consequences

For more information about logical consequences please see Step 3 above.

School Values

Our school relationships and behaviour policy is underpinned by these 6 values. They are displayed throughout the school and in every classroom. We remind the children that these are the key values that we follow to keep our school a safe and happy place.

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
						

The 5 Rs

During curriculum time, practitioners and classmates spotlight the 5Rs of learning: resourcefulness, reciprocity, reflectiveness, resilience and risk-taking.

Be a <u>reciprocal</u> learner	Be a <u>resilient</u> learner	Be a <u>reflective</u> learner	Be a <u>resourceful</u> learner	Be a <u>risk taking</u> learner
• Use the Working Together checklist • Listen to your class-mates' ideas • Explain your thinking • Cooperate and share 	• Try to solve a problem in different ways • Show stickability • Come back to a problem 	• Think and remember • Evaluate your work • Improve your work • Work to achieve your targets 	• Gather everything you need to do a job • Learn from your classmates • Use classroom resources thoughtfully 	• Try learning at a high challenge level • Use your thinking muscles • Explore different ideas • Be creative 

These link very closely with our school values. This has a positive impact on behaviour as the children are consistently taught the link between making good behaviour choices and effective learning. They are expected and helped to work together, to take responsibility for their own behaviour and to acknowledge the consequences of their actions.

Zones Of Regulation

We want to support all children at our school to feel happy and enjoy their learning. We use 'Zones of Regulation' to help the children understand and voice the emotions they feel, and to find ways to manage big emotions such as anger and frustration. We have regular emotional check-ins with the children. We also use brain breaks, mindfulness and a focus on the outdoors to help the children stay regulated. We are linked to the healthy minds project and have a Senior Educational Mental Health Practitioner (EMHP), who visits us weekly to work with individuals, families and small groups of children to build self-esteem and teach children strategies to help them manage their emotions.



Relationship and Health Education (RHE)

Children in our Foundation Stage and KS1 have a dedicated RHE (relationship and health education) curriculum. All children learn about the link between feelings, thoughts and behaviours. We teach our children how to recognise, name and manage the powerful feelings that can sometimes overwhelm them and lead to behaviours that impede learning and fulfilment. We also practise calming down tricks so that we are prepared for effective learning. Our curriculum fully complies with statutory guidance and has been through consultation with our school community and a parent focus group (Nov 2021).

Rights Respecting School

"Everyone within our school has the right to feel safe and secure"

"Our staff have a right to teach and work in a friendly, safe and satisfying school that is supported by the school community."

"Our parents and carers have a right to feel welcome and to be included as partners in their child's learning."

We are a Rights Respecting School and have achieved the [UNICEF Gold award](#). This means that we teach our children about the [42 Rights of the Child](#) as underpinned by the UN Convention on the Rights of the Child (UNCRC). Our children understand that all children have a right to be heard, a right to learn and a right to be safe. Our Key Stage 1 Rights Respecting Council meet to share our class' ideas and represent our school, and lead assemblies about charitable initiatives or school improvement plans.

We are helping the children to be respectful, empathic members of society who know the rights they hold and the importance of upholding the rights of others. This helps us have restorative conversations.

Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. Leadership promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve this we will:

- Ensure all children and adults know and understand the school values and expectations through consultation with staff, children and parents
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school
- ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it

Celebrating Successes

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including:

Classroom Reward Systems

Each phase has its own themed behaviour prompt.

Children in The Foundation Stage collect bumble bees on a Sunflower and are rewarded with a whole class treat when they achieve their target. In addition individual children are rewarded through the class superstar chart.

Children in KS1 have a class Rainbow reward chart and are rewarded with stickers, stamps, certificates and prizes from a prize box. In addition, classes may also work as a team on a whole class focus e.g. marbles in a jar.

Class behaviour targets and rewards are negotiated and the children agree on a realistic number of times they will show the behaviour in the time period. If the target is met, the class is rewarded.

Golden Moments

Golden Moments are a way to reward wanted behaviours. Children in Key Stage One are rewarded for making good choices, in line with the school values, by staff in school giving them a golden moment. Each Key Stage One class will have a collection tin in their class in which they can place a gold star. The golden moments total for each class will be displayed in the assembly hall on a Friday. Children who have earned a golden moment during that week will be recognised with a round of applause during the Friday assembly. The class with most golden moments will sit on the bench during the next week's assemblies in recognition of

their achievement in collecting the highest number of golden moments. Children in the Foundation Stage visit assembly from the Summer Term. There is a focus given to the children each week based on the school values.

Celebrating achievements

We love to celebrate the children's achievements both in and outside of school. We use the school website pages, celebration newsletter and our school X (twitter) page to shout about our achievements. "Wow sheets", completed by parents, show off great achievements outside school, and children are also given the opportunity to show their learning to the head teacher where they have shown behaviours that represent our school values and/or the 5Rs.

We also show the children's learning in assembly. Assemblies have a strong focus on creating a caring, collaborative community. They are a forum for supporting our Personal, Social and Emotional (PSHE) work and a time to promote and celebrate understanding, tolerance and an interest in the beliefs and culture of the whole community. We expect our children to walk quietly into assembly and to sit and listen to the calm background music. Assemblies are not passive. We encourage our children to listen, reflect, sing and to take turns in showing and explaining their ideas and work. Each week teachers nominate children who have shown positive behaviour for learning. The head teacher awards them a certificate for explaining their positive behaviour during assembly. We also have a weekly kindness award for both staff and students.

Outside Learning Times

Playtimes: Duty staff and Year Two Playground Leaders work together to ensure that all children enjoy a happy and safe playtime. The playground is zoned so that children are able to play football, play on the Heart Start Line, Trim Trail and Jungle Walk or enjoy a quieter time in the Hexagonal Garden or mud kitchen. At the end of playtime the duty staff or welfare supervisors blow the whistle to signal that the children should return to their classrooms. Teachers wait in the classrooms to greet the children and ensure all the children are present. Staff on duty remain in the playground to ensure all children have returned inside. Vulnerable children are collected separately and taken back to their classroom. This process ensures no learning time is lost and makes transition times calm and efficient.

Lunchtimes: Our Foundation children eat their lunch in the hall before the older children. Foundation Stage staff accompany the children into the dining hall to support them in making their hot dinner choice, locate their packed lunch box, manage collecting cutlery and finding a place to sit and eat.

We sometimes play music in the hall and allow children to sit with their friends so that the dining experience is a positive social time. Our Welfare Supervisors encourage the children to be well mannered and praise them for remembering to say please and thank you. The Welfare Supervisors identify children that they have observed consistently following the school values during the course of the week and reward them using the Golden Moments reward system.

Class teachers and Welfare Supervisors identify and monitor children who need support to enjoy safe and social times at lunchtimes or who find it difficult to eat their lunch. These children are recorded on the Observation Book in the staffroom and on CPOMS. The Welfare Supervisors meet daily before and after their duty starts to discuss roles and individual children. They also have regular meetings with the Deputy Head to discuss behaviour management. Some children need support to experience happy, safe lunchtime play. A Welfare Supervisor or teaching assistant is also available in the Butterfly Room to help children who need support during this busy period.

Children and adults supporting on educational visits are given a parent/helper briefing which includes information about expectations of behaviour. There will be sufficient adults on these visits to allow 1:1 support if a child is not able to meet these expectations without it. The principles of this Relationships and Behaviour Policy would apply on all Educational visits.

Moving Around School

We all walk calmly and use our inside voices when moving about inside school. When moving around school, lining up for dinner and during tidy up times we teach our children to keep to their own personal bubble space. We expect children to have respectful interactions with the people they come into contact with.

Playground Leaders

The Year 2 children get the chance to volunteer to be a playground leader. These children play a really important role in supporting the other children to have happy and safe lunch times. They support children in the dining hall, help with friendship issues outside and are fantastic role models for the other children in the school. They have specific training to do this with the Deputy Head.

Training and Communication

Staff Development & Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Staff briefings enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. Regular staff meetings ensure consistency is achieved across the school.

Liaison with parents/carers and other agencies

Where necessary a stress support plan (SSP) may be set up to identify approaches to managing behaviours that are causing concern and the root cause for these behaviours. SSPs are developed in partnership with parents and relevant school staff. If parents need additional help then they can access The Family Intervention Service (FIS) through school or our EMHP. Parental support and engagement of our Relationships and Behaviour Policy is an important part of making positive changes for their

child. Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

Monitoring & Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

All staff monitor and record behaviour which impedes or disrupts learning. Staff record incidents on CPOMS. This is then reviewed by the SLT to monitor frequency and to look for patterns or triggers. Teachers have a half termly inclusion meeting with the Head Teacher, Deputy and SENDCo to discuss the learning and progress of each child. Factors which may result in unwanted behaviour (e.g. SEND need, health, changes in home circumstances, attitudes and dispositions, attendance and punctuality) are discussed. This enables vulnerable children to be identified and helped with targeted interventions. Classroom teachers will ensure that other staff e.g. PPA or supply teachers, welfare supervisors, TAs who work with the class are informed about any behavioural issues and that there is a consistency of approach. Welfare supervisors will be notified of significant vulnerable children, who may need additional support during lunch via a confidential welfare supervisor's file and through CPOMS.

This policy is subject to annual review by the full governor board. SLT also liaise with the link governor for relationship and behaviour.

Bullying

Everyone has a right to learn in a safe school. We teach our children that bullying is always wrong and we do not tolerate it. Bullying is targeted, persistent behaviour which hurts, threatens or intimidates others. We encourage our children to tell an adult if they or others are being bullied. All members of our school community are taught to identify bullying behaviour and to be proactive in preventing and dealing with it. (See Anti-Bullying Policy). The Head Teacher reports the number of bullying incidents to governors every term and reports annually to the LEA.

Each year children take part in Anti-Bullying week and children are taught to recognise signs of bullying and how to respond if they are worried about bullying behaviour. During Anti-Bullying week children may dress up in Blue (Be Lovely And Understanding To Everyone) or odd socks to celebrate our uniqueness and create a class anti-bullying charter.

Suspension and Exclusion

If behaviour persists, or there is a very serious single incident, a suspension may be considered.

School leaders and staff will follow guidance in the Department for Education guidance Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units.

The school will consult with the Primary Inclusion Panel for advice and support.

If the child's behaviour continues or there is an especially severe event, then a permanent exclusion may be considered, after consultation with the school's Governing Body and the Local Authority.

Parents have the right of appeal to the Governing Body against any decision to suspend or exclude their child. Guidance may also be sought from Sheffield Exclusions and Reintegration Team or Sheffield SENDIAS (if their child has SEND).

Links to other policies

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

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| <ul style="list-style-type: none">● Child protection & Safeguarding● Anti-Bullying● Suspension & Exclusion Policy● E-safety & Acceptable Use● Home-school agreement● SEND | <ul style="list-style-type: none">● Equality, Diversity & Cohesion● Attendance● Teaching & Learning● Off-Site Visits & Outdoor Education● Health and Safety● Physical Intervention● PSHE |
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Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).