Orrell Lamberhead Green Academy

Relationships and Behaviour Regulation Policy

Policy Document Version Control

Responsibility for Policy:	Headteacher
Policy approval/date:	October 2026
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Related Policies:	Safeguarding and Child Protection Policy RLT SEND Policy RLT Anti-Bullying Policy RLT Online Safety Policy RLT Attendance & punctuality Policy
Minor Revisions:	
Major changes	
Full re-write	This is a full re-write to ensure consistent practice, in line with policy, whilst the Headteacher undertakes the necessary work to produce a fully trauma-informed policy that has involved all stakeholders over 26-27.

Our Vision

At Orrell Lamberhead Green Academy, we believe that every child deserves to feel safe, valued, respected and successful.

We are committed to creating a nurturing, inclusive and ambitious school community where every child is encouraged to achieve their full potential. Through positive relationships, high expectations and a culture of belonging, we help our pupils develop the confidence, resilience and character needed to succeed both academically and personally.

Our daily mission is simple:

Be the Best You Can Be

We want our children to leave Orrell Lamberhead Green Academy as confident, respectful and responsible young people who are proud of their achievements, value diversity, care for others and make a positive contribution to society.

Our core values underpin everything we do:

Respect • Kindness • Responsibility

These values shape our relationships, our learning and the expectations we have of ourselves and others every day.

Our Behaviour Culture

At Orrell Lamberhead Green Academy, positive relationships are at the heart of everything we do.

We believe children learn best when they feel safe, valued and understood. We recognise that behaviour is a form of communication and that all children sometimes need support to understand, manage and regulate their emotions.

We adopt a relational and trauma-informed approach, seeking to understand the reasons behind behaviour and helping children to develop the skills needed to make positive choices. We focus on teaching, modelling and reinforcing positive behaviour rather than relying on punishment.

We are committed to creating a calm, consistent and inclusive environment where all pupils can thrive. We believe that classrooms should be a place of learning, with distractions minimised, giving every child a chance to succeed.

Our Expectations

To support a positive learning environment, we have three simple school rules:

Ready. Respectful. Safe.

Ready

We are prepared to learn, listen and do our best.

Children demonstrate this by:

- Arriving at school on time
- Having the correct equipment
- Listening to instructions
- Being ready to learn
- Showing resilience when facing challenges.

Respect

We treat everyone and everything with kindness and consideration.

Children demonstrate this by:

- Using polite language
- Listening when others are speaking
- Valuing differences
- Looking after property and resources
- Showing good manners.

Safe

We make choices that keep ourselves and others physically and emotionally safe.

Children demonstrate this by:

- Following adult instructions
- Moving safely around school
- Using equipment appropriately
- Keeping hands, feet and unkind words to themselves
- Seeking help when needed.

These expectations are taught explicitly, modelled consistently by staff and reinforced throughout the school day.

Aims of the Policy

This policy aims to:

- Create a safe, calm and inclusive learning environment
- Promote positive behaviour and respectful relationships
- Establish a culture of high expectations and consistency
- Support pupils to develop self-regulation and emotional resilience
- Foster a sense of responsibility and personal accountability
- Encourage pupils to make positive choices
- Ensure all pupils feel valued, included and supported
- Promote excellent attitudes to learning and attendance
- Develop confident, independent and responsible members of the community
- Fully embed a trauma-informed approach at Orrell Lamberhead Green Academy.

Objectives

We aim for all pupils to develop:

- Self-respect
- Self-confidence
- Self-control
- Self-regulation
- Resilience
- Empathy and compassion
- Respect and courtesy towards others
- Pride in their achievements
- Positive attitudes to learning
- Respect for their environment and wider community
- Respect for all those with protected characteristics
- Empathy with others feelings

- The confidence to make responsible choices.

Roles and Responsibilities

Governing Board

The Governing Board will:

- Review and approve the behaviour policy
- Monitor behaviour trends and exclusions
- Ensure statutory responsibilities are fulfilled

Headteacher

The Headteacher will:

- Promote a positive culture of behaviour
- Ensure the policy is implemented consistently
- Authorise suspensions and exclusions where necessary

Staff

All staff will:

- Model positive behaviour
- Apply expectations consistently
- Build positive relationships
- Record significant incidents
- Use restorative approaches

Pupils

Pupils are expected to:

- Be Ready
- Be Respectful
- Be Safe

Parents and Carers

Parents are expected to:

- Support school expectations
- Work positively with the school
- Attend meetings when concerns arise

Teaching Positive Behaviour

Positive behaviour is explicitly taught and modelled throughout the school day.

Staff support pupils to understand:

- What positive behaviour looks like
- Why behaviour matters
- How actions affect others
- How to manage emotions appropriately
- How to resolve conflict positively
- How to take responsibility for choices.

Our behaviour curriculum is delivered through:

- Daily interactions
- Classroom routines
- Assemblies
- PSHE lessons
- Relationships education
- Emotional literacy work
- Restorative conversations.

All adults are expected to model the behaviours, attitudes and values we seek to develop in our pupils.

Building Positive Relationships

Strong relationships provide the foundation for positive behaviour.

Every member of staff is responsible for building positive relationships with all pupils across the school.

At the start of each day, pupils and families are welcomed by staff with warmth, respect and positivity. We believe every day is a fresh start and every child deserves to be greeted with unconditional positive regard.

We value strong partnerships with parents and carers and recognise that children achieve their best when school and home work together.

Recognition and Celebration

We believe that recognising positive behaviour helps children develop confidence, motivation and self-belief.

Achievement and effort are celebrated regularly throughout school.

Recognition may include:

- Verbal praise
- Positive phone calls home
- Certificates
- Class rewards
- Dojos or reward points
- Celebration assemblies
- Sporting and personal achievements.

Whilst rewards play an important role, our ultimate aim is to develop intrinsic motivation so that children make positive choices because they understand the value and importance of doing the right thing.

Our Restorative Approach

At Orrell Lamberhead Green Academy, we believe children learn from mistakes when they are supported to reflect, repair and restore.

We do not use fear, humiliation or shame as behaviour management strategies.

Instead, when difficulties occur, staff work alongside children to:

- Understand what has happened
- Explore the impact on others
- Take responsibility for actions
- Repair relationships
- Learn from the experience

- Make positive choices moving forward

Following incidents, restorative conversations may include questions such as:

1. What happened?
2. What were you thinking at the time?
3. What are you thinking now?
4. Who has been affected?
5. How have they been affected?
6. What can we do to make things right?
7. What will you do differently next time?

These conversations help children develop empathy, accountability and problem-solving skills.

Supporting Children Who Need Additional Help

We recognise that some children require additional support to regulate their emotions and behaviour.

Where concerns arise, staff will work closely with families, SEND staff and relevant professionals to understand needs and remove barriers to success.

Support may include:

- Individual behaviour support plans
- Pastoral support
- Emotional regulation strategies
- Mentoring
- Family support
- SEND provision
- Outside agency involvement.

Our approach is always focused on understanding, support and success.

Communication with Home

Open and positive communication between school and home is essential.

We are committed to working in partnership with parents and carers to support every child.

We will:

- Share successes and achievements
- Communicate concerns promptly
- Seek parental views
- Work collaboratively to identify solutions
- Celebrate progress together.

Families are expected to support the school's values, expectations and behaviour procedures to ensure consistency for children.

De-escalation

Staff use a range of strategies to prevent situations escalating, including:

- Calm and respectful communication
- Redirection
- Distraction
- Humour where appropriate
- Restorative approaches
- Reflection time, away from the classroom
- Providing choice
- Offering support and regulation opportunities
- Changes to task or environment.

Where necessary, a child may be supported to move to a quieter space so they can regulate safely with adult support.

Children will never be left isolated or unsupported.

Behaviour Responses and Consequences

When behaviour falls below expectations, staff will seek to teach, guide and restore.

Possible responses may include:

Low-level behaviour

- Reminder
- Redirection
- Rehearsal of expectation
- Restorative conversation

Repeated behaviour

- Reflection time at breaktimes/lunchtimes
- Loss of privilege
- Communication with parents
- Behaviour monitoring

Serious behaviour

- Removal from class
- Senior leader involvement
- Internal suspension
- Suspension

The severity of the response will be proportionate to the behaviour displayed and the individual needs of the pupil.

Examples of serious behaviour/misconduct include:

- Violent behaviour
- Bullying
- Racist incidents
- Sexual harassment

- Sexual violence
- Child-on-child abuse
- Deliberate damage to property
- Possession of prohibited items (see below).

Serious incidents involving sexual violence, sexual harassment, child-on-child abuse or discrimination will be managed in accordance with the school's Safeguarding and Child Protection policy.

Bullying will be dealt with in line with the Rowan Learning Trust Anti-Bullying Policy (see RLT website).

Physical Intervention

On very rare occasions, it may be necessary for staff to use reasonable force to prevent a pupil from:

- Injuring themselves
- Injuring others
- Causing serious damage to property
- Seriously disrupting the safety of others

Any use of reasonable force will be reasonable, proportionate, recorded appropriately and communicated to parents.

Removal from Class

Removal is used only when necessary and proportionate.

Reasons may include:

- Threatening behaviour
- Persistent disruption
- Safety concerns

Removal from the classroom may be used where necessary and proportionate, including following serious or persistent disruption or where required to maintain safety.

Wherever removal is used, pupils will:

- Be supported to regulate
- Continue their education wherever practicable
- Participate in a restorative reintegration discussion before returning

On occasions, there may be times when it is necessary to escort a child to a safer environment where they can be supported throughout, although never left isolated. The amount of time in a withdrawal space will be monitored. Staff receive appropriate training and guidance in the safe use of reasonable force, in the event that it is necessary to hold a child in order to 'prevent a pupil from committing an offence, causing personal injury or damaging property'*. Any significant incident involving the use of reasonable force will be recorded and reported to parents in accordance with the Department for Education's current statutory guidance on restrictive interventions, including the use of reasonable force in schools.

[*Education and Inspections Act 2006, Section 93, and current DfE guidance on restrictive interventions, including the use of reasonable force in schools.]

Suspensions and Permanent Exclusion

The school will seek to prevent the need for suspension or permanent exclusion through early intervention, appropriate support and reasonable adjustments. However, suspension may be used where appropriate as a disciplinary sanction. Permanent exclusion will only be used as a last resort. Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds, and any decision will be made in accordance with current statutory guidance, considering:

- The individual circumstances.
- The needs of the pupil.
- The safety and wellbeing of others.
- The school's responsibility to maintain a safe learning environment.

Every effort will be made to support pupils and prevent exclusion wherever possible. School will follow the DfE guidance on Suspension and Permanent Exclusion (July 2026).

Behaviour Beyond the School Day

The school may apply sanctions when poor behaviour occurs:

- On educational visits
- Travelling to and from school
- Whilst wearing school uniform
- Online where behaviour affects members of the school community
- In any situation where the reputation of the school is brought into disrepute.

Searching, Screening and Confiscation

The school may prohibit items under its own school rules, including mobile phones and other smart technology. The school also recognises the statutory powers relating to searches for prohibited items. Searching, screening and confiscation will be undertaken in accordance with current DfE guidance.

Prohibited items include:

- Mobile phones/other smart technology
- Knives and weapons
- Illegal drugs
- Stolen items
- Fireworks
- Tobacco and vaping products
- Pornographic images
- Any article likely to cause harm

Confiscated items will be dealt with in accordance with statutory guidance.

Supporting Pupils with Additional Needs

In implementing this policy, the school will have due regard to its duties under the Equality Act 2010, including its duty to make reasonable adjustments for disabled pupils, and to its duties in relation to pupils with SEND.

When making behaviour decisions, staff will consider:

- Additional needs
- Developmental stage
- Known trauma
- Communication difficulties
- Support plans and EHCPs

Adjustments do not remove expectations but help ensure expectations are fair and accessible.

Recording, Monitoring and Evaluation

Significant behaviour incidents will be recorded.

Leaders will regularly monitor:

- Behaviour trends.
- Suspensions.
- Attendance.
- Incidents involving protected characteristics.
- Behaviour patterns affecting vulnerable groups.

This information will be used to inform school improvement and ensure equitable practice.

Attendance and Punctuality

Excellent attendance and punctuality are essential if children are to achieve their full potential.

At Orrell Lamberhead Green Academy, we work in partnership with families to ensure all pupils attend school regularly and arrive on time each day. Good attendance supports learning, wellbeing, friendships and a strong sense of belonging within the school community.

Being ready to learn starts with being present, punctual and prepared.

Conclusion

At Orrell Lamberhead Green Academy, we believe that positive behaviour grows from positive relationships. Through consistency, compassion, high expectations and strong partnerships with families, we create a school where every child feels safe, valued and able to be the very best version of themselves.