

Relationships and Behaviour Support Policy

(Updated Sept 2025)

Relationships

The Foundation – Building Positive Relationships

At Oldway, and throughout Riviera Education Trust, we believe in building caring, trusting, authentic relationships between **all** members of our school community. These relationships are the essential foundation upon which everything else in school is built. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). This research-based approach is underpinned by the educational practice of 'Protect, Relate, Regulate and Reflect'. All adults that work at Riviera Education Trust are required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described.

Protect

We aim to ensure that children are physically safe, but also safe within their relationships. We do this by creating a welcoming, calm environment that is consistent and encourages social engagement. We create safety by investing in relationships and carefully considering individual needs to ensure everyone can be successful.

We do this by:

- Implementing meet and greet procedures every day and pedagogic interventions such as 'I wish my teacher knew'.
- Senior leaders 'sweep' the school to encourage appropriate conduct
- Staff training to ensure that all adults have a comprehensive understanding of PACE (Playful, Accepting, Curious, Empathy - Hughes 2015) so they are able to use this to reduce the flight, fright, freeze response.
- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them.
- Adults taking a no shaming approach. Conversations with individuals about behaviour will take place in private.
- Adults are aware of facial expression and are expected to present as open, warm and engaged at all times.
- Adults are extremely consistent and ensure they adjust their expectations around vulnerable children to meet their needs.

Relate

We know that the ability to form meaningful relationships is essential for our mental health and happiness.

Relationships play an important role in the development of the frontal lobes of the brain associated with emotional regulation, emotional intelligence, planning and problem solving which are all key components of learning.

We do this by ensuring:

- All adults have an awareness of attachment theory.
- A whole school commitment to enabling children to see themselves, their relationships and the world around them positively.

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- Providing opportunities for vulnerable children to spend relational time with emotionally available adults.

Regulate

Stress can make it extremely hard to engage in our surroundings as well as impacting our physical health. At Oldway, we aim to support members of our school community to ensure that they are not left in toxic stress. We recognise the power of developing our relationships so children can talk about how they are feeling.

We do this by:

- Implementing support and teaching children methods to bring down their stress levels and support self-regulation.
- Protecting and supporting the emotional well-being of our staff.

Reflect

Children and adults need to be able to reflect to enable them to understand their feelings and behaviour. Reflection enables us to make sense of life and develop language for emotions so we are able to understand what we are feeling and what has happened. This may also be time to repair relationships that may have ruptured as a result of what has happened.

Reflection can only occur once the child is calm and regulated.

We do this by ensuring that:

- **Everyone understands behaviour is a form of communication** (adults respond to concerning behaviour by asking '*what has happened to you?*')
- We support and train staff in good listening, dialogue, empathy and understanding (instead of asking lots of questions)
- We give children the opportunity to work with trusted adults to make sense of their painful experiences through a range of therapeutic approaches (TIS Practitioner).
- The Behaviour and Relationships policy guides when to hold restorative conversations which take place when children are ready and able to think about what happened and are supported to repair.
- Teaching PSHE (as part of Personal Development) which is informed by current research and teaches children about mental health, healthy relationships, emotions, relationships and tools for how to live life well.

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Behaviour

At Oldway, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. **Everyone** is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We actively and consistently promote being respectful and encourage the school community to demonstrate our core values. We work in partnership to support children, staff and parents.

At Oldway, behaviour is understood as communication. We understand poor behaviour is the result of an unmet need. We understand children learn best when we form positive, trusting relationships and this informs our approach to managing, and then to adapting behaviour.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforce behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention, our interactions, the curriculum and Trauma Informed Schools ethos.

Golden Rules



The golden rules are expected behaviours in all aspects of school life. Following these golden rules is not rewarded, unless a child has a specific behaviour plan. These golden rules will be displayed clearly in each classroom and will be discussed regularly.

Oldway Primary School Values

Aspiration
Responsibility
Kindness

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Our values are embedded in all aspects of school life. Children are rewarded for these values.

Consistency

We believe that in order to create a safe, nurturing environment we need to be consistent with our routines, our language and how behaviour and praise is managed. All staff ensure:

- Consistent respect from the adults
- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent follow up: Ensuring 'certainty' at the classroom, key stage and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent environment.

In order to achieve a consistent approach, the following expectations are in place:

All staff

- Meet and greet at the door every day
- Model positive behaviours and build relationships
- Refer to 'Be Ready, Be Respectful, Be Safe'
- Be calm and follow the behaviour blueprint
- Follow up every time, retain ownership and engage in reflective conversations with learners
- Never ignore or walk past learners who are behaving badly

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence throughout school to encourage appropriate conduct
- Support staff in managing more complex behaviour and support staff in restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

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Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the year leader and members of the School Leadership Team (AHT for the phase and SENDCo in the first instance) so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with parents and carers via email and the school website. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate, parents will be signposted to additional support from other agencies where this is needed.

Recognition

**Recognition of positive behaviour is a high priority.
At Oldway, we focus on celebrating the positives.**

Type of praise and rewards	Level	List/explanation of rewards – school to update
<p>In class rewards that are available to all children at any time who demonstrate our school values of Aspiration, Responsibility and Kindness in their learning and behaviour.</p>	<p>P1</p>	<p>Children are rewarded for demonstrating our school values in the following ways:</p> <ul style="list-style-type: none"> ● Verbal praise/ stickers - Include child's name, description of behaviour and how it's helping their learning when appropriate ● House points can be awarded by all staff to children for a variety of reasons. House points are always linked to a school value: Aspiration, Responsibility or Kindness and are recorded against the values on a chart. ● Marbles in a jar. When the whole class demonstrates a school value, they can be awarded a marble in the jar. e.g. during a lesson, at lunchtime. Children agree to the reward as a class each half term. As an example, it might progress from 30 marbles = extra break, 40 marbles = film, 50 marbles = film and popcorn.

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<p>Regular rewards available within whole school system for children who demonstrate excellent examples of expected behaviour or achievements in work</p>	<p>P2</p>	<ul style="list-style-type: none"> ● Further parental communication e.g. where appropriate, work photocopied to be sent home, picture on Seesaw ● Sent to another member of staff, e.g. previous class teacher, year leader, Assistant Head who will verbally praise them and may also use a reward from level 1 or level 2, e.g.house points ● Praise assembly is used to celebrate other significant achievements
<p>Behaviour or achievements that are significantly 'above and beyond' what is expected and is sustained over a period of time</p>	<p>P3</p>	<ul style="list-style-type: none"> ● Share successes with Head of School or Deputy Head of School ● Parental communication <p>Golden Phone Calls and 'Hot Chocolate with the Head' are rewarded to children who exemplify the school values all of the time. They are nominated each week and recorded on a spreadsheet that is available to all staff.</p>

Celebration assembly

Celebration assembly provides an opportunity to give public recognition to pupils who have demonstrated behaviour in line with the school's values. It is also an opportunity to recognise achievements out of school. Certificates are awarded and our values are celebrated.

Consequences

All learners are aware that they are responsible for their behaviour. Staff deal with the behaviour of the children they are supporting in a calm manner that enables reflection to be used as a learning opportunity.

This response is a process. Steps 1 - 3 may take varying times, depending on the situation. You should not refer to these steps with the children, but use them to structure your approach/ conversation.

Staff will adopt a PACE (playful, acceptance, curiosity, empathy) and WINE (I wonder, I imagine, I notice, I emphasise) approach when addressing behaviours that need to improve.

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For children with a BSP (Behaviour Support Plan), refer to their specific plan to see their personalised approach. SENDCo will share all BSPs termly with all relevant staff, including lunchtime staff.

Behaviour	Stage	Response
<p>Examples of yellow behaviour</p> <ul style="list-style-type: none"> ● Shouting out in class ● Distracting others ● Negatively impacting on the learning of other pupils ● Talking at inappropriate times in class ● Failure to follow instructions ● Entering school building needlessly at break/lunchtime ● Showing a lack of care for school property ● Disengagement in class ● Rude or disrespectful behaviour to peers or adults ● Refusal to do any work ● Kicking or hitting out (not directly at a person) ● Spitting on the floor ● Shouting/screaming at others ● Running out of class ● Throwing objects (not directed at someone) ● Inappropriate language 	1	<p>Redirection</p> <p>A gentle verbal ‘nudge’ in the right direction that reminds the child of the school rules and the behaviour we want to see. When possible, this verbal reminder should be given privately.</p> <p><i>I notice you are....</i></p> <p><i>Remember when youthat is who we need to see today</i></p>
	2	<p>Reminder</p> <p>A reminder of the rules ‘Be Safe, Be Ready, Be Respectful’, delivered privately if possible.</p> <p><i>We care about you and here we expect...</i></p>
	3	<p>Caution</p> <p>A clear verbal caution is given (privately where possible), making the learner aware of their behaviour and outlining the consequences if it continues, which would be ‘Time with.....’</p> <p>It should be made clear to the learner that this can be turned around.</p> <p>Three or more cautions in a week need to be recorded on CPOMS by the class teacher and parents informed.</p> <ul style="list-style-type: none"> ● <i>Gentle approach, personal, non-threatening, side on, eye level or lower</i> ● <i>State the behaviour that was observed and which rule/expectation/routine it contravenes.</i> ● <i>Tell the learner what the consequences of their action is.</i> ● <i>Refer to previous good behaviour/learning as a model for the desired behaviour.</i> ● <i>Walk away from the learner; allow them time to decide what to do next.</i> ● <i>If there are comments, as you walk away write them down and follow up later.</i>

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		<ul style="list-style-type: none"> <i>We resist endless discussions around behaviour and spend our energy returning learners to their learning</i>
	<p>4</p>	<p>Time with ... (Restorative Conversation) A restorative conversation to take place at breaktime (this is not the whole breaktime, just a short conversation). <i>What has happened?</i> <i>What were you thinking about at the time?</i> <i>Who has been affected by your actions?</i> <i>How have they been affected?</i> <i>What can be done to make things right?</i> <i>How can we do things differently next time?</i></p> <p>Make the learner aware that it is a fresh start now but also that if the behaviour continues we will go to step 5.</p> <p>If there are two or more 'Time With' in a week, parents will be contacted by the class teacher and logged on CPOMS.</p> <p>If there are four or more 'Time With' in a week a formal meeting will be arranged with parents, child, class teacher and a member of SLT.</p>
	<p>5</p>	<p>Reset Chance to spend time in a regulation space, away from others with an emotionally available adult. Each year group will have an identified area for this to take place in a shared area but there must be privacy/ quiet. The focus of the reset is to calm and get ready to return to the classroom. (The role of the adult is to support the child to regulate. Later, the restorative conversation needs to take place with the adult who issued the caution/time with). A restorative conversation focusing on golden rules. The teacher needs to inform parents of the incident. Include in the conversation that the consequence has already taken place. Incident/s logged on CPOMS.</p>
<p>Examples of red behaviour:</p>		<p>Immediate Response</p>

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<ul style="list-style-type: none"> ● Verbally abusive towards children or adults ● Physically abusive towards children or adults, including targeted hitting and kicking. ● Damaging or destroying school property ● Damaging or destroying others' work or property ● Threat to use weapons ● Possession of a banned object ● Use of weapons ● Running away in public places ● Spitting at others ● Racist, homophobic, sexualised or prejudicial language ● Sexualised behaviour, sexual harassment or racist abuse 	<ul style="list-style-type: none"> ● A member of SLT (AHT, SENDCo, DHT, HT) to be informed for advice on next steps. This may include supporting the child to a safe reset space. ● SLT will consider the issues and details around the child and their behaviour and further responses, including support, identified. ● Head of School or Deputy Head of School to be informed where necessary. ● SLT to inform parents of the incident. ● Incident logged on CPOMS by staff by who witnessed the incident. ● Due to the serious nature of the incident, the full range of consequences including suspension and exclusion will be considered. The decision to exclude internally or externally will be determined by the needs of the child as well as others affected, and the consequence deemed most appropriate. ● Restorative conversation to take place with child, SLT, class teacher and parents.
<p>Uncompleted work Any work that is not completed in a lesson due to poor behaviour will be completed in school or at home.</p>	

Break/ lunchtimes/Breakfast Club/ After School Club and extra curricular clubs

All clubs should follow the 'Oldway Relationship and Behaviour Support Policy'. The same golden rules apply - Be ready, Be respectful, Be safe - and adults need to follow the same principles:

- Meet and greet when the child arrives at the club
- Model positive behaviours and build relationships
- Refer to 'Be Ready, Be Respectful, Be Safe'
- Refer to the school values: Aspiration, Responsibility, Kindness
- Be calm and follow the behaviour blueprint
- Follow up every time, retain ownership and engage in reflective conversations with learners
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Where behaviour in clubs does not meet expectations, SLT will support. Red card behaviour responses will be applicable to clubs when necessary. Pupils with behaviour plans and SEND needs will need the same adaptations as during the school day. SENDCo and SLT will support this. Lunchtime club is available to support some children who struggle with an unstructured lunchtime. Attendance at lunchtime club is by prior arrangement with the SENDCO.

Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. We understand that children may experience a wide range of special educational needs, disabilities or mental health needs which may, at times, affect children's behaviour. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

As a school, we ensure that the necessary provision is made for any pupil who has special educational needs, disabilities or mental health needs. All members of staff understand the need to make the adjustments when dealing with the behaviour issues of pupils with SEND, particularly in regard to consequences.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the SENDCO or Inclusion and Safeguarding Leader.

Supporting pupils with challenging behaviour

Some of our pupils' needs mean that they are unable to effectively manage their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over a period of time, incorporating different types of prevention strategies. Records of behaviour help us focus on the frequency, context and levels of behaviour.

Behaviour plans are implemented after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded on CPOMS. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Staff are aware that consequences may differ for children on a Behaviour Support Plan who have specific needs.

Child on child abuse

All staff advocate strenuously for high standards of conduct between pupils and staff; they demonstrate and model manners, courtesy and dignified/respectful relationships. Our Personal, Social, Health and Economic (PSHE) curriculum and Sex and Relationships Education (SRE) curriculum teaches the children characteristics of effective relationships and how to treat each other with respect.

There is a zero-tolerance approach to racism, homophobic behaviour, sexual violence, sexual harassment, sexualised language and behaviour; it is not acceptable and will not be tolerated. Oldway follows the general principals as set out in Keeping Children Safe in Education (KCSIE). Each incident of child on child abuse will be considered on a case by case basis and clear consequences will be put in place for the perpetrator, as well as support for the victim; the DSL or Deputy DSL will be involved in any

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incidents of child on child abuse to advise on the appropriate response which will include contacting parents of all of the children who are involved.

Banned items

The following is a list of items which are banned by the school and for which a search can be made:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- vapes

A search can also take place for any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). Mobile phones, and similar devices, are stored during the school day and children are not permitted to access their phones during school hours.

If any of the banned items are found in school, these will be destroyed or handed to the police as appropriate.

Behaviour outside school

Pupils' behaviour outside school on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.

Schools have the power to place consequences for pupils for poor behaviour outside of the school premises to such an extent as is reasonable. We will consider putting consequences in place if poor behaviour occurs:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

Suspensions and Exclusions

Suspension, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- long term, behaviour is challenging and is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the Head of School see fit

Following a suspension, the team around the child will meet and on return to school a restorative reintegration meeting will be held with a member of SLT, teacher, child and parent/carer.

*This policy has been written taking into consideration model policies from Trauma Informed Schools UK Relationship Policy and Paul Dix 'How to Write an Outstanding Behaviour Policy'.

This policy should be considered alongside the anti-bullying policy and the safer touch and positive handling policy.

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BEHAVIOUR BLUEPRINT

The Foundation – Building Positive Relationships

At Oldway, we are committed to creating an environment where positive behaviour is at the heart of productive learning. We actively and consistently promote being respectful and encourage the school community to demonstrate our core values: Aspiration, Responsibility and Kindness.

At Oldway, behaviour is understood as communication. We understand poor behaviour is the result of an unmet need. We understand children learn best when we form positive, trusting relationships and this informs our approach to managing, and then to adapting behaviour.

<u>Behaviour Support Process</u>	<u>Restorative Conversation</u>
<p>Redirection A gentle verbal ‘nudge’ in the right direction. Place yourself near the child whilst teaching.</p>	<p>What has happened? What were you thinking about at the time? Who has been affected by your actions? How have they been affected? What can be done to make things right? How can we do things differently next time?</p>
<p>Reminder A reminder of the rules ‘Be Safe, Be Ready, Be Respectful’, delivered privately if possible.</p>	
<p>Caution: 30 second script <i>I noticed...</i> <i>You know our golden rule about...</i> <i>Do you remember when you...</i> <i>That’s a behaviour I would like to see.</i> <i>Thankyou for listening.</i> If the behaviour continues, the child needs to spend ‘Time with...’ the adult at the next available opportunity.</p>	<p>Praise! House points awarded for our values.</p> <p>Verbal praise, stickers and marbles. Recognition boards: A whole class SMART target linked to our values and rewarded with a ‘whoop’.</p>

Relentless Routines

Walk calmly around the school in legendary lines.
All teachers to ‘Meet and Greet’ and dismiss classes.
Refer to ‘Be Ready, Be Respectful, Be Safe’ consistently.
Use visible recognition boards throughout every lesson.
Approach a child with ‘wobbly’ behaviour with the first response, ‘Are you ok?’
Follow up every time, retain ownership and engage in reflective conversations with learners.
Never ignore or walk past learners who are behaving badly.