

Bill Quay Primary School



Behaviour and Relational Policy

Purpose of this policy

The purpose of this policy is to promote positive behaviour and relationships throughout Bill Quay Primary School by fostering an inclusive, respectful and nurturing environment. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This policy uses a relational approach that recognises behaviour as a form of communication and emphasises the importance of connection, understanding, and restoration. It echoes our core values with a significant emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

Vision, Values and Beliefs

“Research on connectedness in schools and on the specific qualities of in-school relationships shows that when learners feel that they are part of their learning community, they are more likely to engage in positive ways in learning and in the life of the community.” (The Power of Relationships in Schools, Psychology Today).

Relationships are simply the interactions and connections between people. By developing positive relationships with our pupils, we support:

- everyone in the learning community - pupils, parents, and staff;
- behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights;
- resilience and the ability to deal with difficulties.

We understand that relationships are the key to emotional regulation, resilience, and learning, and that positive change happens through connection, not control. Our school ethos is based around inclusion and compassion, and therefore supports children’s health and wellbeing. We strive to offer high levels of nurture and empathy so that our pupils feel safe because we know that they need clear boundaries, predictable routines, expectations and regulated responses to behaviour.

Our vision is to create a safe and supportive environment where every child feels **seen, heard, and valued**, and where positive relationships form the foundation for learning and wellbeing.

The Relational Approach

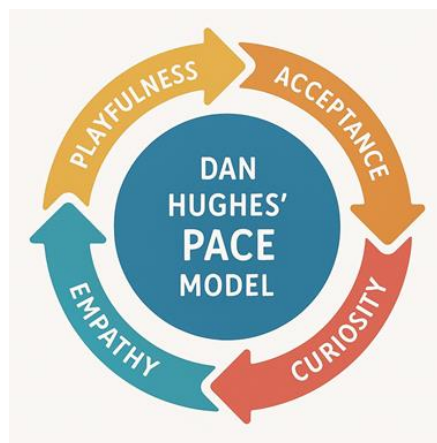
Relationships are vital for all children in school. It is through relationships and a nurturing approach that children learn to feel safe, belong, understand themselves, others and the world.

This policy is underpinned by the **six principles of nurture**, adapted for our school community:

1. **Children’s learning is understood developmentally** – Staff recognise that all children are at different developmental stages and may need tailored support to meet their social and emotional needs.
2. **The classroom offers a safe base** – Our learning environments are predictable, structured, and emotionally safe.
3. **The importance of nurture for the development of wellbeing** – Warm, responsive relationships promote trust and self-worth.
4. **Language is a vital means of communication** – We use positive, restorative, and non-shaming language to build understanding.
5. **All behaviour is communication** – We seek to understand what a child’s behaviour is telling us.
6. **Transitions are significant in children’s lives** – Staff support children through changes with preparation, consistency, and reassurance.

PACE

At Bill Quay Primary School, we use the PACE approach. PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with people to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.



Playfulness: sensitive and appropriate playfulness helps the child feel safe and promotes positivity. This is embodied through connection and shared joy/interests.

Acceptance: unconditionally accepting the child makes them feel safe, secure and loved. Accepting a perspective without judgement helps us to validate and create emotional safety.

Curiosity: genuine and non-judgemental interest in the child helps them become aware of their inner life. This also opens the door to 'wondering aloud' to understand the why behind the presentation without confrontation or conflict.

Empathy: demonstrating deep compassion for the child and their feelings supports the child's sense of self-worth and helps the child feel connected, loved and safe.

In order to be successful at school, all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. Without a sense of safety and security, children cannot explore, play, learn or interact effectively with others. Relationships are therefore at the heart of our school life.

A secure relationship involves adults providing:

1. Protection

- being predictable, reliable and trustworthy;
- providing safety cues;
- providing structure and boundaries;
- anticipating things that may be picked up as a threat or danger.

2. Connections

Children need to experience connection in order to develop their ability to interact and form relationships. This involves adults:

- being physically and emotionally available;
- being responsive, expressive and interactive;
- being playful during interactions;
- providing opportunities for connection with peers.

3. Understanding

Children need to know that they are accepted and understood. This involves adults:

- being curious about their feelings, thoughts and behaviour;
- accepting their feelings and experience;
- expressing empathy;
- helping them to process their feelings

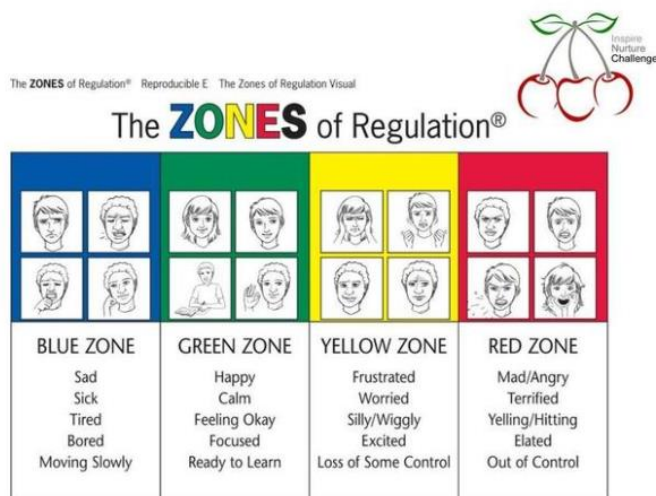
The Zones of Regulation

At Bill Quay Primary School, we understand the importance of making 'feeling' visible. When we incorporate consistent practices for surfacing pupils' emotions, we support them in building and maintaining the motivation for academic engagement, growth and success. The emotional literacy tool we will use in school is the Zones of Regulation framework. This is used to help pupils develop self-regulation and emotional awareness. We believe that being able to manage one's internal state is fundamental to being ready to learn and achieving positive wellbeing. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.

Our core philosophy is that **all zones are natural and okay to experience**. There are no "bad" or "naughty" zones; however, we teach children that certain zones are more appropriate for specific tasks, such as being in the Green Zone for learning or the Blue Zone for resting.

The Four Zones

Feelings and states of alertness are categorised into four coloured zones to provide a shared, non-judgmental language:



Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Repairing and Restoring

We will use restorative conversations as part of our daily interactions to support a harmonious environment, to resolve conflict and harm, and to support change. A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained. If a relationship between pupils breaks down, then a restorative conversation will take place as soon as possible regarding the action. The emphasis is on reparation and reintegration and encourages children to express and listen to how their actions have affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.' The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen to make things fair and better? / What do you need to do now to move forwards?

We recognise that some pupils may present a more moderate development need and will need more focused support with their behaviour. This may be:

- An adapted curriculum to help support need.
- 1:1 baseline reparative Thrive sessions and profiling.
- Thrive behaviour profiling.
- Sessions with the school counsellor.
- Environmental changes – classroom space, sensory space.
- Possible support with the family.

Helpful scripts to structure interactions:

WIN - Wonder, Imagine, Notice

In order to help children engage with us in a relationship, we need to reshape some of our language. A non-confrontational approach will yield much more regulated results and use of the WIN acronym is a strong way to engage with children without them feeling confronted. Here are some useful sentence starters:

- "I'm noticing you seem really tired..."
- "I wonder if Mrs Smith is aware that you are struggling with this task..."

- “I imagine that must be a really strong feeling for you right now, that must be really tough...”

Expectations of all staff

All staff will:

- meet and greet children at the beginning of the day;
- set expectations at the start of every lesson;
- apply strategies that link to high behavioural expectations and the building of character and trust;
- model positive behaviours and build relationships;
- plan lessons that engage, challenge and meet the needs of all children;
- use positive recognition in classrooms throughout the lesson;
- refer to the class charter in all conversations about behaviour;
- be calm when going through the steps - prevent before sanctions;
- always ‘follow up’ to retain ownership and engage in reflective dialogue with children;
- never ignore or walk past children who are not following the school rules.
- Praise in Public (PIP) and Reprimand in Private (RIP).

Senior leaders will:

- take time to welcome children at the start of the day;
- be a visible presence around the site and especially at transition times;
- celebrate staff, leaders and children whose effort goes above and beyond expectations;
- regularly share good practice;
- use behaviour data (recorded on CPOMS) and monitoring procedures to target and assess school-wide Behaviour Policy implementation and practice;
- regularly review provision for children who persistently fail to meet school expectations.

Our pupils are taught to be respectful of others and their environment, and that they have responsibilities. In order to become responsible citizens, they should:

- arrive at school on time;
- dress in school uniform;
- follow the class charter agreed by themselves;
- support their peers;
- complete their homework;
- value and respect the opinion of others, and the world they live in.

Class Charter

At the beginning of the academic year, all children, together with the class teacher, will develop a class charter of core rules that they will follow for the year. These rules will be displayed in class and will include values linked to honesty, kindness and respect, and refer to the principles outlined above.

Recognising Good Behaviour-Rewards

At Bill Quay Primary School, we seek to create an environment which encourages and reinforces good behaviour. Use of praise – both informal and formal, public and private, to individuals and groups is most commonly and widely used at Bill Quay. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Our aim is to develop intrinsic motivation in respect to children's behaviour. Although there are specific awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those children who are hardest to reach.

During the week, children will be rewarded with Class Dojos for following their class charter. This is an online reward system and communication app which links home and school, allowing parents and carers to view how many Dojos their child has earned each day. Dojos are collected throughout the week and in advance of the end of the term, the class will agree on a 'treat' for the total number of Dojos earned.

Golden Time

At the end of the week, every child is also granted 30 minutes 'Golden Time'. During this period, children can choose from a number of activities, such as ICT, drawing or sports, and mix with other children in their key stage.

Other Rewards

- Star of the day/week
- Stickers and smiley faces
- Celebration Assembly-weekly
- Postcards home
- Visiting the Head Teacher
- Golden Welly Award

Involving Parents/Carers

Parents/Carers play an important role in supporting the implementation of this behaviour policy. Class Dojos are an excellent communication tool for parents and enable them to view their child's achievements from home.

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. On admission to our school, parents are asked to complete a Home/School Agreement in which it states, 'as a family, we will: support school in its high expectations, policy and guidelines for behaviour.'

Sanctions

We believe that relationships are at the heart of what we do and this enables us to have a positive, caring and compassionate school community. For the most part, our relational stance will help us understand need, anticipate and plan appropriate responses and repair any ruptures. However, we do recognise that there may be certain circumstances where incidents of poor behaviour occur and sanctions will need to be given. Any sanction given will be:

- the minimum necessary;
- immediate and short-lived;
- consistently applied;
- focused upon the behaviour, not the child;
- widely understood by children;
- delivered calmly and objectively;
- accompanied by a reminder of what is acceptable behaviour.

Sanctions will be proportionate and fair responses that may vary according to the age of the pupils and any other special circumstances affecting them. Staff will deal with poor behaviour without delegating. Sanctions may include:

- warnings/verbal reprimand;
- name on board;
- part of Golden Time lost;
- loss of some playtime;
- loss of other privileges (for example, representing the school in a sports team);
- referral to SLT/HT.

Should a child's behaviour be of continued concern, we will contact the child's parents/carers to discuss strategies that can be implemented at both home and school. This may take the form of a home-school book or a behaviour chart. It may be necessary to compile a behaviour plan to support the child's progress. This will be done in consultation with the school Special Needs Co-ordinator. We may also seek support from the Behaviour Support Service (HINT) and/or the Educational Psychologist.

The chart below will support staff in following our school sanctions.

Sanction	Action
1. Low-level negative behaviour -gentle reminder	A reminder of the class/playground charter. Repeat reminders if necessary. Praise will be given if the child is able to model good behaviour following the reminder.
2. Warning	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3. Intervention	Speak to the child privately and give them a final opportunity to engage. "I have noticed that you are..." "At Bill Quay, we ..." "You have chosen to..." "Because of that, you need to.."
4. Cool Off	'Cool Off' might be a time on a thinking spot or a walk, or can be a short time away from the classroom with another class or calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. It may require just a few minutes.
5. Reflection Time	If the warning is not heeded and the behaviour continues, this must be recorded on CPOMS. At this point, the child will have been informed that they

	will either miss some of their Golden Time at the end of the week or some of their playtime. Children will be expected to have a reflective dialogue and reflect on what has happened with the member of staff dealing with the behaviour. This can only be done when the child is calm.
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Serious Sanctions

If a serious incident occurs, there should be no warnings or reminders given. The child is removed to the HT, AHT or a senior leader immediately. Teaching staff must write up the incident on CPOMs as soon as possible. Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults or children with force and intent
- Serious risk of harm to self or others
- Attempts to leave school site

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform or is in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Recording unacceptable behaviour

All teaching staff are responsible for recording a child's unacceptable behaviour on our school record system, CPOMS. Staff should provide details of the incident and actions taken.

The information recorded is used by the SLT to monitor behaviour in school and to ensure that children with behavioural needs are identified quickly and receive targeted support. The following incidents should always be recorded on CPOMS and brought to the attention of SLT immediately:

- Any form of bullying behaviour (including cyber- bullying and homophobic bullying)
- Physical abuse against another child
- Physical or verbal abuse against an adult
- Racist incidents
- Theft or damage to property

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation requires help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding Policy, as well as our Whistleblowing Policy for further information.

Exclusions

The Headteacher may choose to internally exclude a child. The child will have no contact with their own class or friends and no access to playground, extra-curricular or enrichment activity. The child will be set work to complete by their class teacher.

At Bill Quay Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's Behaviour Policy and if the child remaining in school would seriously harm the education or welfare of the child or others in the school, the Headteacher may take the decision to exclude for a fixed period. If

this decision is taken, work will be set for the child to complete at home if the exclusion is longer than 5 school days. This must be recorded and confirmed in writing. The parent / carer will receive a formal letter and the Headteacher will complete the Local Authority Exclusion Form. Following a fixed-term exclusion, the child and parents / carers will meet the Headteacher to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed by staff and children alike when they return.

This policy should be in conjunction with the following policies:

- Mobile Phone
- Child Protection
- Physical Restraint
- Anti-bullying
- Online Safety
- SEND