Relationships and Behaviour Policy

Date: **Autumn 2026**

Review: **Autumn 2027**

Policy Statement

Annesley Primary and Nursery School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community.

We recognise that understanding emotions is a key aspect of managing regulation successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and maintain their own regulation, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all in how to recognise and regulate emotions effectively. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences in the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

• To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.

• To help children to develop a sense of worth, identity and achievement.

• To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.

• To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

Roles and Responsibilities

Staff

Building and maintaining trusting relationships with children and each other is an expectation for all staff at Annesley. Here are the non-negotiable systems we have in place to promote a happy, caring and safe environment in school.

• Daily Meet and Greet for children and parents/carers through our soft start

• Focus on noticing and celebrating expected behaviours and using positive reinforcement to raise self-esteem, including areas outside of the classroom and children throughout the whole school

• Clear, consistent routines and expectations in class and school (including transitions)

• Visual Timetables in class and individual (where required)

• Use of consistent, positive language in a calm manner

• Acknowledgement and validation of feelings through emotion coaching

• An emphasis on relational repair through restorative approaches

• Encourage pupils to recognise they can and should make good choices

• An ethos where mutual respect for all is an expectation

• Follow the protocols of rewards and the graduated response of consequences

• Make children aware of expected behaviours in all situations and the consequences for not expected behaviour

• Act as a role model for expected behaviours treating all members of the school community with respect

Pupils

• Keep themselves and others safe

• Be respectful of themselves and others

• Be emotionally aware of themselves and others

• Build and sustain happy and healthy relationships

• Use restorative approaches to repair harm and restore relationships

Parents/Carers

• Work in partnership with the school to ensure the best outcomes for their children

• Be respectful of themselves and others

• Be positive role models for their children, building happy and healthy relationships

• Acknowledge their own emotional well-being and support their own child's emotional development

Positive home-school relationships

At Annesley, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

The school expectations are discussed with children regularly in class and when dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, where appropriate, when acknowledging a positive action or response, it is important to also refer to the school expectation or core value (ARCHIE) that has been demonstrated.

These expectations are reinforced positively on a daily basis. At Annesley, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships. Positive reinforcement takes place in the following ways:

• Acknowledgment of 'expected' presentation and actions through positive praise.

• Recognition of positive choices with award of house points

• Use of the "Aim High" board in the school hall

• Weekly assembly celebrating good work and exemplification of our school values (ARCHIE)

• Child visiting deputy head teacher or head teacher to celebrate positive choices and great work

How we develop self-regulation

To support pupils to make the correct choices and to regulate their behaviour, all staff are trained in emotion coaching.

Some key members of staff are also trained in the implementation of The Zones of Regulation, an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. We use this approach as an intervention for identified children when appropriate.

Emotion Coaching

When dealing with an 'unexpected' or inappropriate presentation that appears to be due to an emotion, staff will use emotion coaching to address the situation. Emotion coaching is all about:

• Teaching the child 'in the moment' about the world of emotion.

• Supporting the development of strategies to deal with emotional ups and downs.

• Accepting all emotions as normal and valid.

• Using moments of both negative and positive behaviour as opportunities for teaching and reflecting.

• Building trusting and respectful relationships.

Staff will use the 4-step approach as follows:

• Step 1 – Notice and empathise

• Step 2 – Name and validate it

• Step 3 – Set boundaries and expectations

• Step 4 – Problem solve and learn

If a child is in an emotionally heighted state, the member of staff may need to give the child time to regulate before beginning support. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part. It may be appropriate for a 'change of face' to take place and another member of staff may swap to support the child's regulation. This is provided throughout the graduated response and will be expected during restorative conversations at points 4 onwards.

Consistency of language

Through the systems we have here at Annesley, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

Adult Language (including body language and use of voice)

• We are careful what we say and how we say it

• We are respectful and non-judgemental

• We use positive language, where appropriate saying what should be done rather than what shouldn't (eg "please walk down the corridor" rather than "stop running!")

• Voices remain calm and in control

• Language is kept to a minimum when a child is in fight or flight

• Adults are aware of their body language and use appropriate non-verbal cues

• Language shows empathy towards a child

• Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood, using our three simple expectations

• We set clear expectations for the future

• Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right

• Scripts are available and used by staff to ensure children have consistent responses to unexpected behaviours across school

Graduated Response in the classroom

Our graduated response is sequential and should be followed by all staff to support emotional regulation within the classroom. This will be displayed in all classrooms in a child-friendly format (Emotion Coaching laminate). At all points throughout our graduated response, staff will be curious regarding the causes for children's behaviour, consistently refer to our three simple expectations and address children in a calm, respectful manner. They should also ensure they are using targeted, specific praise to support the children in showing expected behaviours.

Where appropriate, they will utilise emotion coaching approaches.

Relate

1. As already mentioned, all educational staff are expected to provide a safe and consistent learning environment. There should be proactive adaptations provided for

those who need them and teaching should be adaptative and responsive to meet the varying needs in class. Various positive incentives through use of specific, targeted praise and house points should be utilised to highlight expected behaviours.

Reminder

2. When children are not showing expected behaviours, staff should first issue a reminder. This could be verbal or non-verbal to encourage the child to self-correct their behaviour. Reference to the 3 core expectations of "Ready, Respectful and Safe" or ARCHIE values should be used. If the child corrects their behaviour, this should be noticed and praised.

3. If the unexpected behaviour continues, a second reminder will be given. This should be 1:1 with the child and quiet and away, as much as possible, from the rest of the children.

4. If the unexpected behaviour continues, the child will be moved to a different place in the classroom for them to reflect on their choices and correct their behaviour. This will be a further chance for the child to self-correct their behaviour whilst potentially limiting the distractions to other children. Ensure precautions are taken to not publicly shame the pupil.

5. If the unexpected behaviour continues, Time Out will be given; this means the child will be sent to their identified partner class. Work missed will be completed during the next breaktime and a restorative conversation will be held.

Re-Set

Following Step 5, a fresh start will begin back in their classroom. If further unexpected behaviour continues, Time Out will take place with the Headteacher and further steps considered. These steps, if necessary, will be bespoke to the individual circumstances.

Playtime and lunchtime responses

Children who do not show expected behaviour on the playground will be initially reminded about expected behaviours. Following this, if the behaviour is not corrected, they will be directed to stand next to an adult who is on duty. This is the child's opportunity to reflect and adjust their behaviour. Emotion coaching language will be used. All mid-supervisors have received emotion coaching training alongside the teachers and teaching assistants. If this continues, the class teacher will be informed and suitable consequences could include:

- Reflection time and restorative conversation during breaktime / s

- Not being allowed to participate, for a clear and fair period of time, in the activity that initiated the inappropriate behaviour / s

- Earning the right to go back onto the playground / re-engage in the activity

- Adapted breaktimes.

If unsafe behaviour occurs, children will be removed from the playground and taken to a senior member of staff. A restorative conversation will take place following the guidance outlined in this document.

Behaviour outside of school

We encourage children to show our expectations of 'Ready, Respectful and Safe' in the wider community as well as in school. If behaviour incidents occur while children are travelling to or from school, we will investigate and respond appropriately. It may not always be necessary for school to become involved as this could be deemed 'outside of school' behaviour and therefore the responsibility of the parents. The headteacher will make this decision based on the situation and parents / carers will be contacted by a member of school staff. If it is deemed appropriate for school to become involved, suitable consequences may include and are not limited to:

• Contact with parents

• Parents to bring their child to school and pick up their child at the end of the school day

• Amended drop off and pick up arrangements agreed with parents

• Police / other agency involvement if deemed appropriate.

Use of reasonable force

Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there will be occasions where physical intervention may be necessary to keep the pupil and others safe.

Physical intervention must be recorded on CPOMS. This will be monitored by the Pastoral Lead and SLT and where appropriate, a meeting will be held to discuss the intervention and put in any appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Searching and Confiscating Property

As a school, we reserve the right to use searching, screening and confiscation powers appropriately to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe.

We adhere to the guidance outlined in the document 'Searching, Screening and Confiscating - Advice for Schools July 2022'.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at Annesley, the decision to internally suspend, issue a fixed term suspension or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence maybe that the child is unable to return to their class (internal suspension) or school (suspension) for a fixed period of time. In extreme circumstances, permanent exclusion may need to be considered, in which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy ' (from DFE– Sept 23).

The decision to suspend or exclude sits with the Head teacher and in their absence, the Deputy Head.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent / carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Complaints

If there are any complaints from members of the school community regarding any content in our Relationship and Behaviour Policy, first follow the schools graduated response (below). If necessary, use the school complaints policy (available on the school website).

Related Policies

This policy should be read in collaboration with the following policies and documentation:

• Annesley Values and Ethos

• Keeping Children Safe in Education

• Complaints Policy

• Safeguarding and Child Protection Policy

• Anti-Bullying Policy

• Suspensions and Permanent Exclusion 2023

• Behaviour in School – Advice for Headteachers 2022

• Use of Reasonable Force in Schools 2013

• Searching, Screening and Confiscating – Advice for schools July 2022

Appendix I - Restorative Conversation

The restorative conversation is an opportunity for the individual to reflect on what has

happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

1) **What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.

2) **What were you thinking/feeling at the time?** This reflection helps the pupil to reconsider their actions and replay their thought processes.

3) **How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.

4) **What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation.

5) **How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.