



Behaviour and relationships policy

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1. Aims

- To maintain a fully inclusive, caring and orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement, enabling them to accept responsibility for their own actions and make positive choices
- To focus on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself and to understand that behaviour is a form of communication

2. Rationale for using restorative practice and a relational approach:

Goldsworth Primary School is 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. We accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. We aim to offer support, help and guidance that is predictable, safe and consistent so that children can learn from their mistakes and improve their choices next time.



Underpinning the behaviour policy is the belief that everyone can, with support, learn to self-manage/self-regulate their own emotions and behaviour.

At Goldsworth Primary School, our minimum expectations of every learner are for them to be Ready, Respectful & Safe, explained in further detail in *Part 5- Expectations* and more information on the reasons behind our approaches can be found in **Appendix 1**.

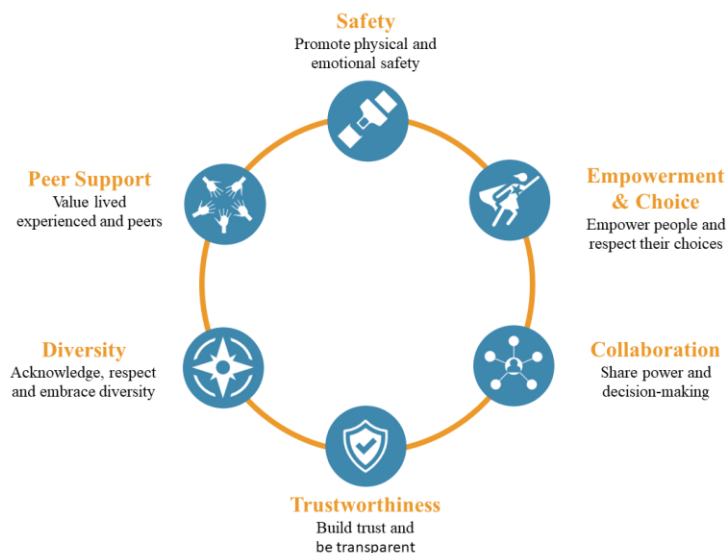


The benefits of a supportive and restorative approach may include:

- feeling safe and protected
- creating a good learning environment
- valuing the qualities and attributes that contribute to good relationships
- understanding our emotions and how our behaviour affects others
- being able to disagree without getting into conflict
- being able to use relational approaches to resolve problems and repair relationships

We adopt a relational and restorative approach at Goldsworth; this encompasses the developing of positive and trusting relationships, responding in a calming way to behaviour, then repairing, and restoring relationships if situations occur. The restorative conversation aims to be a learning experience for the child. Examples of our Restorative Practice questions and visuals can be found in **Appendix 2**.

Throughout all our approaches we aim to be 'trauma informed', ensuring that the principles of trauma informed practice are incorporated and all staff show an awareness of this when managing behaviour related situations.



3. Expectations & responsibilities

Behaviour is everyone's responsibility- children, staff and parents. In order for behaviour management to be effective, consistency and predictability is key. Having clear roles, enables there to be a process of managing behaviour at all levels. **Appendix 3** shows the breakdown of roles and responsibilities for all involved. Visitors are also expected to adhere to the policy we have and follow the approach at Goldsworth Primary.

We expect all children to be ready, respectful and safe at all times. Below are examples of what this might look like. Children are expected to demonstrate these behaviours at all times in all places.



Ready	Respectful	Safe
Attend school as much as possible	Listen to others and expect to be listened to	Follow school rules for health and safety
Be on time	Use appropriate language and a polite tone	Be in the right place at the right time
'Good looking'	Look after the building, displays and equipment	Keep hands, feet, objects and hurtful comments to yourself
'Good listening'	Following expectations and boundaries	Being able to take risks in a safe manner
'Good sitting'	Taking responsibility for own actions	Being aware of self and others
Positive body language	Acceptance of differences and diversity	Self-control and self-regulation
Being prepared		Learning from mistakes
Open for a challenge		

4. Supporting SEND and ensuring Equality

Goldsworth Primary School is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. As such we recognise that all children are different and being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity). Staff will not discriminate against children or deal with incidents in a different way due to their: sex; race; disability; religion or beliefs or sexual orientation.

We recognise that children may experience a range of social, emotional, mental health needs, which present themselves in many ways. Behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. Understanding the behaviour, supporting emotional wellbeing and making reasonable adjustments to our provision enables us to support progress and engagement using a variety of strategies. Examples of these are as follows:

- Specific strategies and interventions as part of an individual behaviour plan or an ISP.
- Advice from external agencies.
- A reduced timetable may be put in place in line with guidance from Surrey. Children on reduced timetables will be reported to our Surrey Inclusion Officer and the primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such as attending school trips but only if the behaviour is dangerous.

We understand that some children will need additional support, as they may be struggling to manage and understand their emotions and behaviour for a variety of reasons. These interventions may include, but are not limited to:

- ELSA support
- Circle of Friends
- Support from Mental Health School Team
- Social stories
- Drawing and talking

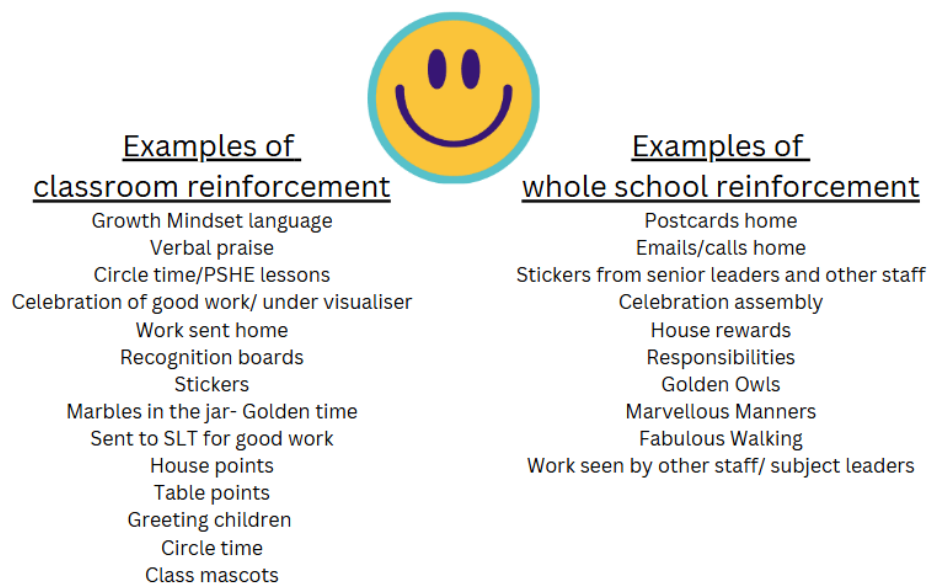


- Movement breaks
- Comic strip conversations
- Sensory strategies
- Reward chart, if appropriate for the child
- Positive behaviour chart/plan
- Chill out club
- Forest School

5. Recognition and positive reinforcement

Primarily we want children to learn the benefit of making the right choices and to have the skills to know what the right choices are. In order for children to do this, we need to teach and model these decisions to them by positively noticing and praising them when they make the right choices.

Below are examples of positive strategies that we use.



6. School processes towards undesirable behaviours

Whilst our expectation is that all children are able to make appropriate choices and show positive behaviour, we understand that there are times when poor choices may be made. If a child is not responding to the positive reinforcement strategies, there needs to be clear, logical and consistent consequences that are appropriate and proportionate to the behaviour being shown.

In the event of a child displaying inappropriate behaviour, staff should use their knowledge of the child to de-escalate the behaviour and give the child an opportunity to make the right choice. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the child to choose.

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive elements discussed in *Section 7*. To be effective, consequences should have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur, therefore being a learning opportunity.



Protective consequences are those that may be put in place to try and proactively avoid certain situations occurring. These may include, but are not limited to:

- increased staff ratio
- change of timetable
- arrangements for access to outside space
- child escorted during transitions
- alternative teaching spaces
- social interventions

Examples of next steps and possible consequences for low-level and more serious misbehaviours, can be found in **Appendix 4**

There are times where the Headteacher and members of the Senior Leadership Team will deal with incidents that are more serious, on an individual basis. On rare occasions, it may be necessary to issue a fixed term suspension or permanent exclusion to a child following serious, unsafe or persistent disruptive behaviour. The governors have adopted the Surrey County Council Exclusion Policy. (More information in **Appendix 5**)

7. Monitoring of behaviour

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding, behaviour and parental communication incidents. This allows us to be able to track any trends and intervene if further support and action is required.

Date policy agreed:	
Approved by Governors:	
Date of next review:	



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Appendix 1

Rationale & Approaches

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

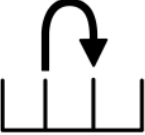
<https://www.independentthinking.co.uk/speakers/mark-finnis/>

<https://l30relationalsystems.co.uk/>

<https://www.wakefieldscp.org.uk/wp-content/uploads/2023/11/Relate-to-Educate-Relational-Guidance.pdf>

Appendix 2

Restorative cards/Information

What happened? 	 hurt  broke  unkind  threw  shouted  ?	 tired  cross  hungry  angry  excited  thirsty
What were you thinking? How did you feel?	 What happened?	 What thinking or feeling?
Who else has been affected? 	 me  adult  child  friend  family  ?	 sad  upset  cross  sorry  calm  something else
What can I do to help you? 	 Who?	 How thinking and feeling now?
What needs to happen to make it better? 	 calm time  fix  tidy  sorry  make a card  talk	 ask for help  stop  share  talk to my friend  wait  ?
	 How make it better?	 Next time...



Appendix 3

Roles & Responsibilities

Roles & Responsibilities

THE CHILDREN

- Take responsibility for their own behaviour.
- Follow the school behaviour expectations at all times – Ready, Respectful, Safe.
- Uphold the values of the school.
- Reflect on their actions and recognise they are part of a community.
- Respond to support and strategies given to them

THE PARENTS

- Take responsibility for their own behaviour.
- Remind children about the school behaviour expectations – Ready, Respectful, Safe.
- Uphold the values of the school.
- Reflect with children on their choices.
- Encourage children to respond to and use their coping strategies.
- Communicate with school when needed about their child's behaviour.

THE STAFF

- Welcome every child in their class.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Notice and praise the positives.
- Follow up behaviour and engage in reflective dialogue with pupils where necessary.
- Never ignore or walk past pupils who are behaving badly.
- Support children with their mental health needs.
- Understand behaviour as a form of communication.
- Use positive behaviour management strategies, e.g. public/private praise to individuals and groups (informal and formal), whole class gems/marbles in the jar, fabulous walking, positive noticing, etc.
- Promote and uphold the school values.
- Communicate with parents when needed about their child's behaviour.



Appendix 4

READY, RESPECTFUL, SAFE- Additional adult information/Examples

Emphasis on relational and restorative approaches (All members of staff at Goldsworth)

- Non-verbal signals and take up time given.
- Checking in, checking up and checking out with children each week as appropriate.
- Positive noticing.
- Ensure adults are modelling calm attitudes and responses
- Phone parents/carers when behaviour is positive and celebrate achievements.
- Increase volume of positive noticing of children who are displaying desired behaviour.
- Mindful ignoring – intervening might draw more attention and cause further disruption.
- Describe the preferred behaviour, reminding them of times they have made good choices.
- Verbal reminder of expected behaviour/ class rules.
- Verbal reminder and consequence explained.
- Time out at a concentration station within the classroom for a chance to modify their behaviour.
- Try to establish reasons for the behaviour.
- Have a quiet conversation at the end of the lesson to reset expectations.
- Use distractions to move the child on from the undesired behaviour.
- Give children time to calm and regulate before stepping in.

If behaviours are persistent/ repeated, move to the next level of strategies. Always consider previous behaviour and context of the situation.

Strategies to manage persistent or undesirable behaviours (Class teacher/Year group colleagues)

- **Phone parents/carers to communicate and address undesirable behaviours quickly.**
- Move to another classroom if a change of location or face is appropriate for a timed period of a lesson/day.
- Consider a report card to focus on key targets- collaborate with child and parents for targets and next steps.
- Use of behaviour tally chart to track trends in behaviours.
- Complete restorative conversation.
- Send work home with the agreement of parents if this is being avoided.
- Loss of some playtime / lunchtime to reflect on behaviour and restore relationships if appropriate for a short time- pupils must be clear about the reason for the action and expectations going forward.
- Use of Comic Strip Conversation to develop social understanding
- Work alongside pastoral team and external agencies to consider additional support
- If behaviour is happening at lunchtime, look at options of clubs, focused activities, quieter space, structured play, key adult or Chill out club.

If behaviours are persistent/ repeated, or particularly targeted, aggressive or calculated, move to the next level of strategies. Always consider previous behaviour and context of the situation.

Leadership Team involvement (YTL/SLT)

- Involve a member of the Leadership Team to support the child to regulate and reflect
- Year Team Leader to observe child and monitor/advise of strategies and next steps.
- Formal Meeting with Parents/carers.
- Behaviour Report Card used if appropriate.
- Behaviour Risk Assessment or Pastoral Support Plan agreed with parents, staff and child.
- Possible Internal Suspension - this does not qualify as a legal exclusion, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the exclusion is suspension with the child and pupils are encouraged to reflect on the reasons for this decision.

Significant behaviour incident or persistent and repeated behaviours – Headteacher (& SLT)

- Fixed Term Suspension
- Permanent Exclusion



Appendix 5

Information on Suspensions

Behaviour that may lead to a fixed term suspension or permanent exclusion includes:

- Breaches of the school's behaviour policy, including persistent disruptive behaviour/ refusal, when the school has exhausted all strategies to enable the child to turn their behaviour around, including identified support through SEND Support Arrangements
- Behaviour, which could cause harm to the education or welfare of the pupil or others in the school

Procedures for fixed term suspension and permanent exclusion:

- Inform parents immediately and arrange an interview between parents/carers, pupil, SENDCo (if appropriate) and Headteacher
- Give parents/carers letter to give details of the suspension
- Arrange a reintegration meeting with parents/carers and the pupil on their first day back
- Inform the Governing Body and LA if the exclusion is permanent or of a fixed term of more than 5 days
- Suspensions of 5 or fewer days must be reported for monitoring purposes once a term



Appendix 6

Goldsworth Behaviour Blueprint

Growing together
Opportunities for all
Learning for life
Daring to dream

The Goldsworth Rules

Be Ready
 Be Respectful
 Be Safe



Adult Behaviour

- Calm, consistent and fair
- Give first attention to best choices
- High expectations
- Recognise "Over & Above Behaviour"

Over & Above Rewards

- Praise
- Sent to SLT/Head
- Email/Postcard Home
- Display
- Housepoints
- Stickers
- Golden Owl Award

Restorative Questions

1. What has happened?
2. What were you thinking and feeling at the time?
3. Who has been affected by the actions?
4. What can I do to help you?
5. What needs to happen to make things better?

For younger children or those who struggle to verbalise, use the Early Years version-visual

The Goldsworth Values

Respect, Truth, Love, Courage, Hope & Ambition, Responsibility & Participation

Initial next steps In private

1. Reminder of expectations-repeat as necessary
2. Warning "Think carefully about your next choices."
3. Use script to identify zone and any related tools to regulate.
4. Use behaviour grid zones
5. Restorative conversations where appropriate.

More serious Behaviours

- Physical violence
 - Swearing
 - racism, homophobia, and any other prejudice
 - Unsafe behaviour.
- Radio for SLT
 Phone call or conversation with parents.
 Possible suspension- internal or external

Possible Script

Zone 1 Reminder:

I noticed you chose to.... (noticed behaviour).
 This is a reminder that we need to be (Ready, Respectful, Safe)
 You now have the chance to make a better choice.
 Thank you for listening

Zone 2 Warning:

I noticed you chose to..... (noticed behaviour)
 This is the _____ time I have spoken to you.
 If you choose to make these choices again, you will need to _____.

I need you to be (Ready, Respectful, Safe)
 Think carefully, I know that you can make good choices.

Thank you for listening.

Zone 3 Consequence:

I noticed you are still choosing to (noticed behaviour)

I will now need you to _____.

I will come and speak to you in _____ minutes.

If I need to, I will call YTL / SLT.

Appendix 7

Other forms/documents linked to behaviour policy

Classroom poster





Examples of Scripts that could be used with children

To use privately where possible, with a calm approach, using child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to.... (noticed behaviour).
 This is a reminder that we need to be (Ready, Respectful, Safe)
 You now have the chance to make a better choice.
 Thank you for listening

Warning:

I noticed you chose to..... (noticed behaviour)
 This is the _____time I have spoken to you.
 If you choose to make these choices again, you will need to _____.
 I need you to be (Ready, Respectful, Safe)
 Think carefully, I know that you can make good choices.
 Thank you for listening.

Consequence:

I noticed you are still choosing to (noticed behaviour)
 I will now need you to _____.
 I will come and speak to you in _____ minutes.

Behaviour report card

Goldsworth Primary School KS2 Behaviour Card

Name:

Class:

Wk. beginning:



Targets-

- 1.
- 2.

	8.40-10.45	Break	11.00-12.00	Lunch	1.00-2.15	2.15-3.20	SLT sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Green- I did well Orange- I could have tried harder Red- I did not work well on my targets



Behaviour Tally Chart

	Monday		Tuesday		Wednesday		Thursday		Friday	
	am	pm	am	pm	am	pm	am	pm	am	pm
Not sitting on spot/chair for lesson										
Shouting or talking over lesson										
Inappropriate noises during lesson										
Encouraging peers to copy behaviours										
Refusal to follow adult instructions										
Additional comments										