



Myton Gardens Primary School

Relationships and Behaviour Policy

2025/26

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” - Pam Leo

At Myton Gardens, we believe that strong relationships are the foundation of a safe, happy and successful school. We use a restorative approach to behaviour, ensuring every child feels valued, listened to and respected.

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We recognise that all behaviour is a form of communication. Our role is to help children understand their feelings, regulate their emotions and learn how to repair relationships when things go wrong.

Our school rules are simple:

Be respectful | Be safe

Our school values are at the heart of all we do: kindness, collaboration, courage, curiosity, responsibility and determination (Appendix 1).

Each class develops its own class charter based on these rules and the United Nations Convention on the Rights of the Child (UNCRC).

Building Positive Relationships

- Staff prioritise getting to know children and their families.
- Positive relationships are modelled consistently between adults and children.
- Every child is greeted warmly and shown they are liked, valued and respected.
- Parents are involved early and kept informed of both successes and concerns.

Promoting Positive Behaviour

We focus on noticing and praising children who follow our rules and show our values. Recognition may include verbal praise, stickers, stamps or house points, class 'Star in the Jar', sharing work with another adult, a positive message home, or celebration in weekly assemblies.

Preventing bullying

In line with Keeping Children Safe in Education (KCSIE 2025), we take proactive measures to prevent bullying, including cyberbullying and prejudice-based or discriminatory bullying. This policy should be read alongside our Anti-Bullying Policy, which sets out detailed prevention and response procedures.

Responding to Unexpected Behaviour

We define unexpected behaviour as behaviour that goes against our school rules or prevents others from feeling safe, respected or able to learn.

Staff use natural and restorative consequences, responding calmly, consistently and fairly. Examples include:

- Missing some playtime to reflect or complete work if distracting others
- Time away from playground/classroom if unsafe
- Helping to repair harm (tidying, repairing, apology)
- Social stories or 'Zones of Regulation' work to build understanding
- Restorative conversations to repair relationships
- Reflecting on "what I could do differently next time"

Parents are informed early, particularly if patterns emerge.

'Solutions Circles' meetings take place following persistent unexpected behaviour or any serious or dangerous incident. These involve parents/carers, school staff and relevant professionals and result in a Support Plan being implemented (Appendix 4).

Where behaviour is persistently or seriously in breach of this policy and threatens the welfare or education of others, the headteacher may consider suspension or permanent exclusion. A decision to permanently exclude will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Support for Individual Needs

We hold high expectations for all children and an inclusive approach to meeting individual needs.

Some children may need personalised approaches:

- Personalised Regulation Plans and scripts
- Support Plans for ongoing needs
- Sensory breaks, visual timetables, 1:1 regulation time, or therapeutic interventions
- Adjustments to restorative conversations (e.g. simplified language, visual prompts or communication aids) to ensure accessibility

For children with an Education, Health and Care Plan (EHCP), provision in Section F will always be followed.

Restorative Approach

When things go wrong, we use restorative conversations to rebuild relationships. Key questions include:

- What happened?
- How did it make people feel?
- Who has been affected?
- What can we do to put it right?
- What could be different next time?

Roles and Responsibilities

- All staff model positive behaviour and use consistent approaches.
- Leaders support staff and monitor the effectiveness of this policy.
- Parents are partners in supporting behaviour and communication.
- Children are encouraged to take responsibility for their choices and learn from mistakes.

Staff induction, development and support

All staff receive regular training in positive behaviour management and restorative practice. Staff can access coaching or additional support to refine their practice where needed.

Monitoring and Review

This policy is reviewed regularly with staff, governors and parents to ensure it remains effective and relationship-centred. Behaviour data, including incidents recorded on CPOMS, is evaluated to inform improvements.

As the school grows, we will review the policy to include additional elements such as guidance on mobile phones, banned items, searches, child-on-child abuse and transition arrangements.

"Every day is a new day."

At Myton Gardens, we believe children can always repair, restore and grow.

Appendices

Appendix 1 – School Rules and Values

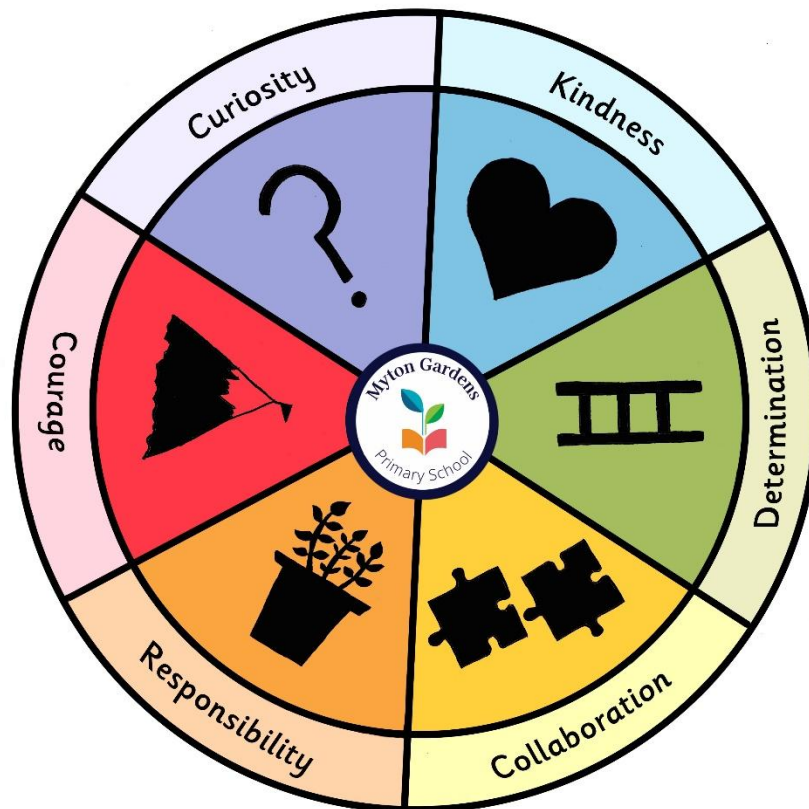
Appendix 2 – UNCRC

Appendix 3 – Zones of Regulation

Appendix 4 – Support Plan

APPENDIX 1: School Rules and Values

School Rules					
Be respectful			Be safe		
School Values					
Collaboration	Courage	Curiosity	Determination	Kindness	Responsibility
Working co-operatively as part of a team to accomplish a common goal.	Choosing to confront something that you find difficult and standing up for what you know is right.	Being inquisitive and having a strong desire to learn something.	Continuing to try when faced with a challenge and not giving up when mistakes are made.	Listening to, feeling and understanding the needs of others and trying to help meet those needs.	Being dependable, making good choices and taking accountability for your actions.



APPENDIX 2: UNCRC

 1 DEFINITION OF A CHILD	 2 NO DISCRIMINATION	 3 BEST INTERESTS OF THE CHILD	 4 MAKING RIGHTS REAL	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	 6 LIFE, SURVIVAL AND DEVELOPMENT	 7 NAME AND NATIONALITY
 8 IDENTITY	 9 KEEPING FAMILIES TOGETHER	 10 CONTACT WITH PARENTS ACROSS COUNTRIES	 11 PROTECTION FROM KIDNAPPING	 12 RESPECT FOR CHILDREN'S VIEWS	 13 SHARING THOUGHTS FREELY	 14 FREEDOM OF THOUGHT AND RELIGION
 15 SETTING UP OR JOINING GROUPS	 16 PROTECTION OF PRIVACY	 17 ACCESS TO INFORMATION	 18 RESPONSIBILITY OF PARENTS	 19 PROTECTION FROM VIOLENCE	 20 CHILDREN WITHOUT FAMILIES	 21 CHILDREN WHO ARE ADOPTED
 22 REFUGEE CHILDREN	 23 CHILDREN WITH DISABILITIES	 24 HEALTH, WATER, FOOD, ENVIRONMENT	 25 REVIEW OF A CHILD'S PLACEMENT	 26 SOCIAL AND ECONOMIC HELP	 27 FOOD, CLOTHING, A SAFE HOME	 28 ACCESS TO EDUCATION
 29 AIMS OF EDUCATION	 30 MINORITY CULTURE, LANGUAGE AND RELIGION	 31 REST, PLAY, CULTURE, ARTS	 32 PROTECTION FROM HARMFUL WORK	 33 PROTECTION FROM HARMFUL DRUGS	 34 PROTECTION FROM ABUSE	 35 PREVENTION OF SALE AND TRAFFICKING
 36 PROTECTION FROM EXPLOITATION	 37 CHILDREN IN DETENTION	 38 PROTECTION IN WAR	 39 RECOVERY AND REINTEGRATION	 40 CHILDREN WHO BREAK THE LAW	 41 BEST LAW FOR CHILDREN APPLIES	 42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					

APPENDIX 3: Zones of Regulation

'Zones of Regulation' is an approach used to encourage self-awareness and tools for effective emotional regulation. The approach categorises different feelings, based on level of alertness and comfort, into different coloured zones. The Zones framework provides strategies to teach children to become more aware and independent in identifying their feelings, judging the appropriateness of their responses, managing sensory needs and regulating their thoughts, feelings and behaviours.

The Four Zones: Our feelings and states determine our zone

The **red zone** is used to describe an extremely heightened state of alertness or arousal which often results in intense emotions. A person may be elated, angry, devastated or terrified when in the red zone.

The **yellow zone** is used to describe a heightened state of alertness or arousal which result in elevated emotions. A person may be experiencing stress, frustration, anxiety, excitement or nervousness when in the yellow zone.

The **green zone** is used to describe a medium state of alertness. A person may be described as happy, focused, content or ready to learn when in the green zone.

The **blue zone** is used to describe a low state of arousal or alertness. A person may be feeling sad, tired, unwell or bored when in the blue zone.

A central idea around the zones framework is that there are no 'bad' zones. It is important to teach and model to children that experiencing all zones at different times is a natural and helpful experience. The framework focuses on teaching children to recognise and manage their zone, based on their environment and the people around them - separating feelings and behaviours.

Strategies for Emotional Regulation

When children struggle with self-regulation, it is often the behaviours that we see and focus on. Through the Zones framework, children are explicitly taught to recognise their feelings and manage appropriate behaviours in different situations.

Everyone will experience the zones differently and will demonstrate different behaviours. Equally, children will have different preferences for strategies to move between zones. Frequent modelling and discussing these differences as a class is key, as well as explicit teaching of how to use each strategy properly, so they can eventually be accessed independently.

APPENDIX 4: Support Plan

Support Plan

Pupil:	
Class:	
Date:	

What is the unexpected behaviour?
Why is it happening?
Targets
• •
Agreed Strategies (based on conversations had with parents at Solutions Circle)
• • •

Signed: _____ (*Child*)

Signed: _____ (*Class teacher*)

Week 1

Update each day with child's use of agreed strategies and behaviours seen:				
Monday	Tuesday	Wednesday	Thursday	Friday
Comment from class teacher:	Comment from class teacher:	Comment from class teacher:	Comment from class teacher:	Comment from class teacher:
Comment/signature from Phase Leader:	Comment/signature from Phase Leader:	Comment/signature from Phase Leader:	Comment/signature from Phase Leader:	Comment/signature from Phase Leader:
Class teacher to review with Behaviour Lead. Is the Support Plan still needed? Yes ☐ No ☐				
If yes, please update the targets and strategies for next week (after conversation with Behaviour Lead):				
Updated targets (to be agreed and shared with child, if different)				
Updated strategies (to be agreed and shared with child, if different)				
Comment from Behaviour Lead				