



Behaviour and Relational Policy

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Approved by: Governors

Date of implementation: September 2026

Date of review: September 2028

Our 3 Key Principles of Rokeby are:

SAFE RESPECTFUL READY

At Rokeby Primary School, we believe that a calm, purposeful atmosphere, where pupils and adults alike feel valued, **safe** and secure helps lay a strong foundation for the school's core purpose of teaching and learning. At Rokeby Primary School we seek to support the development and flourishing of all our pupils, academically, emotionally, socially and spiritually.

This policy outlines how we seek to create such an environment.

Rokeby Primary School strives to create a school community which builds on relationships between staff and children and a trauma informed approach is weaved throughout our policy. Our main goal and aspiration is to build a nurturing and caring ethos, which permeates our school environment. We have developed a behaviour policy which places relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

Key Principles that underpin Rokeby's Policy:

We hold fast to our principles - and are flexible in our approaches.

Principle	How we achieve this
Behaviour can be a form of communication	The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly. When children are behaving in a different way, they could be trying to communicate something, that due to a range of factors, they cannot do so verbally. The staff member will work alongside the child, to enable them to communicate their need.
Taking a non-judgmental, curious and empathic attitude towards behaviour.	We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. The child with behavioural difficulties needs to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
Putting relationships first	Our school ethos promotes strong relationships between staff and children and their parents/carers. This may include an altered or reduced timetable. Our school culture and climate fosters connection, inclusion, respect and value for all members of the school community.

Maintaining clear boundaries and expectations around behaviour.	Changing how we respond to behaviour does not mean having no expectations, routines or structure- it means ensuring that children are equipped with the tools to feel safe, respectful and ready. In order to help the children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. We use CPOMs to record/monitor behaviour. We also use ABCC charts to monitor behaviour and behavioural triggers. Rewards and reflections that can follow certain behaviours should be made explicit.
Not all behaviours are a matter of 'choice'	Not all factors linked to the behaviour of the child are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful-but 'one size does not fit all' and this language could support some children's understanding. We use 'safe/unsafe' when discussing behaviour with children.

Policy aims
SAFE RESPECTFUL READY To ensure that all members of the school community feel safe To ensure that our school community is respectful When emotionally regulated, children are ready to learn
To encourage relationships between all members of the school community that facilitate effective learning
To allow children/young people to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others
To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood
The policy runs through all areas of the school: classrooms, before and after school clubs, lunchtimes, breaktimes and all around the school premises

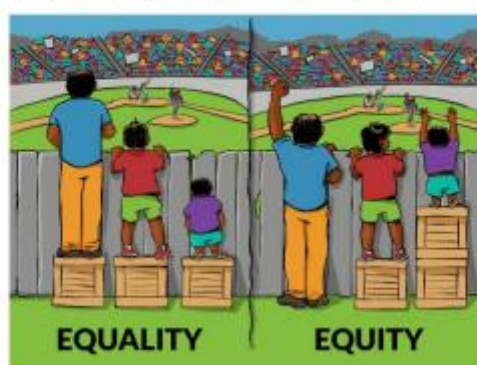
Our expectations of staff
We value our relationships with children/young people and their families
We understand and use ' safe and unsafe' when discussing behaviour
We strive to understand the function behind a child/young person's behaviour
We consistently model the behaviour we wish to see
We always give children/young people a fresh start as required
All school staff are aware of the strategies being used to support individual children/young people with additional needs (including acknowledgement and awareness of ILPs, Positive Intervention Plans and One Page Profiles)

Adaptation

We will adapt our behaviour policy as appropriate to the needs of all children/young people within our school setting, in line with the Equality Act (2010). For some children this approach will require an individualised emotional regulation approach, which may include restorative conversations. This is in line with our legal obligations in accordance with the Equality Act 2010. This includes making reasonable adjustments for pupils with disabilities and ensuring that no child is treated less favourably because of a protected characteristic.

Our adaptive approach towards our behaviour policy promotes: **"being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)" (Brighton and Hove Council, 2018).**

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Behaviour expectations are applied equitably, not equally. Responses to behaviour are differentiated based on individual needs. Staff are trained to understand and apply the principles of the Equality Act.

In just the same way that we differentiate for children's learning in maths, English etc, so too we differentiate in relation to behaviour, making reasonable adjustments in accord with the child's ability to self-regulate and underlying factors that might be contributing towards the behaviour that's causing concern.

Children/young people have a wide range of individual needs which change over time. As such, children/young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our Stage One behavioural approach (please see below) will be effective for the majority of children at Rokeby Primary School, some children will require extra support in order for us to ensure an equitable school environment (see also the SVMAT Primary SEND Policy and Information Report for further details).

Positive Reinforcement

Through building positive relationships, we want to empower children to independently be able to demonstrate that they are 'safe, respectful and ready'. At Rokeby, we celebrate all children and their achievements. The following table outlines some ways that we may do this:

How we celebrate each other	How the celebration works
Class Dojo	All staff have access to Dojo and can award points for a range of reasons, from 'awesome artist' to 'being ready'.

Celebration Assembly	Staff nominate children to be celebrated in our fortnightly assembly.
Verbal praise	When staff notice children demonstrating a key quality, trying their best with their learning or helping others.
Headteacher award	Children may visit the Headteacher to share something wonderful.

Graduated response to behaviour

A graduated response to behaviour allows staff to support children/young people according to their current level of need. When using the graduated response to behaviour, the needs and safety of other children and staff will need to be taken into account, so there is flexibility in this approach.

Staff will consider the individual circumstances of each child, including any disabilities or additional needs, and apply reasonable adjustments in line with the Equality Act 2010.

Stage	Action
Stage 1 Child demonstrates inappropriate behaviour	First verbal reminder- Member of staff highlights the behaviour to the child and clarifies/ reinforces expectations with them. This stage makes explicit the expectation. Examples are... "I am expecting you to.....(not talk when I am talking because at Rokeby we show respect to one another, etc)" "This behaviour is stopping learning. What do you need to behave safely ?" "How can I help you?"
Stage 2 Child continues to demonstrate inappropriate behaviour	Teacher repeats expectations and makes any adjustments to support the child. This stage makes explicit the expectation followed by the natural consequence. Examples are... "I am expecting you to complete your work. (<i>if emotionally regulated</i>) When we have finished our work, then we go out to play". "I am expecting kind and safe hands. When children use kind hands they can sit/ play with others".
Stage 3 Child continues to repeat this behaviour	Teacher repeats expectations and makes further adjustments to support the child.
Stage 4 If behaviour was repeated again	"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?" At this point, the child may be offered a 'get out' e.g. to go for a walk with an adult, a 'change of face' or a 'change of environment'.

There will be times when the graduated approach may not be used- e.g. low level behaviour that just needs a quick reminder of behaviour expectations given to the child.

General Responses to incidents

Children will have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate:

Incident	Type of response
An incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. We do not force children to say sorry. The child/ren may take part in a restorative conversation with a staff member. When the staff member feels that they are behaving safely and respectfully, then they will be ready to go out to breaktime/carry on their breaktime/ready to move onto the next part of their learning/activity. Internal exclusion or suspension, may be implemented.
Incident relating to theft, damage to property etc	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. A restorative conversation around respect for school property, respecting others property may take place and behaving safely with equipment. When the staff member feels that the child is now behaving safely and respectfully, then they will be ready to go out to breaktime/carry on their breaktime/ move on to the next part of their learning/activity.
The particular activity has been causing issues/unsafe behaviour e.g. football at break time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity. A conversation with the child may take place during the time away from the activity, to support the child so they understand how they can behave safely and respectfully, so they are ready to join in with the activity again.
Child being disruptive/behaving unsafely in lessons	See the graduated approach above. The child may be offered a 'get out' e.g. 'let's go for a walk' and have a conversation with an adult to support the child with their behaviour. The child will then return to the lesson/go out to break when they are safe, respectful and ready. If the lesson has finished, they will be ready to go out to breaktime/carry on their breaktime/ move on to the next part of their learning/activity.

Behaviour at Lunchtimes

The key principles that underpin our Behaviour and Relational Policy, also apply at Lunchtimes. Most behaviour at lunchtime will be dealt with on the playground and children will be supported to be **safe, respectful** and **ready** to socialise and play with their peers. In some cases, behaviour may escalate and may compromise the safety of the child displaying the behaviour and compromise the safety of other children on the playground- we would class this as Level 2 behaviour.

Level 1 behaviour and examples of how staff may respond to this behaviour:	Level 2 behaviour and examples of how staff may respond to this behaviour:
A child is not playing a game safely: <i>the child may be advised that they are not playing safely, so at the moment they are not ready to play that particular game- solutions may be suggested to help them to successfully play. The child may also be removed from the particular game and directed elsewhere.</i> A child is not respecting property/resources or playing safely with property/resources: <i>the child may be advised that they are not ready to play with that resource, until they can play with it safely and respectfully- a solution to support that child to achieve this may be offered. The property/resources may be removed from that child.</i> A child has said 'unkind' words to another child: the staff may have a conversation with the child to help them to understand how we can show respect to others. If this continues, this would escalate to level 2 behaviour.	• Inappropriate language (swearing) • Racism • Deliberate physical violence towards another child or a staff member • Vandalism of property Initially, the child would be removed from the playground and taken to the reflection zone, which is a space in the library. A member of the Senior Leadership Team (SLT) supervises the reflection zone. The member of SLT will initially try to have a restorative conversation with the child. The child will be supported to reflect on what has happened. The reflection time may be for the rest of lunchtime. If a child consistently behaves unsafely during lunchtime, a different lunchtime provision may be put in place for the child, e.g. child attends lunchtime club to support with interactions. Some cases of Level 2 behaviour may result in internal exclusion, suspension or permanent exclusion- see the Suspensions and Permanent Exclusions paragraph below.

Children Who have SEND/ are Non-Verbal/are Pre-Verbal

Some children may be non-verbal or pre-verbal, this could be because they are in the early levels of development or due to a Special Educational Need or Disability (SEND). Our policy is flexible in our approach in the use of language. For example, staff may use visual aids and prompts to aid children's understanding, to support with behaviour management. Some children will also have bespoke 'One Page Profiles', that identify the behaviour management strategies and techniques that

work for that individual child. Some children have Educational Healthcare Plans (EHCPs), which will have bespoke strategies, to support individual children's needs.

Where pupils frequently require extra support to maintain theirs and others safety and safe behaviour, a Positive Intervention Plan must be written, the class teacher is asked to call a Team around the child Meeting in order to agree a joint strategy for supporting the dysregulation in a constructive and consistent manner. The class teacher should seek behaviour support and advice from a member of the leadership team, SENDCo, TA or other professionals. The outcome of this meeting should be communicated with the pupil and their parents/carers (if appropriate) and all relevant staff in school. In cases where this strategy has been tried and a child has an EHCP, an emergency annual review may be called.

Our policy is flexible in meeting the individual needs of children, as supported by our SENDco.

Suspensions and Permanent Exclusions

Rokeby Primary School is committed to maintaining a calm, safe and supportive environment where all pupils and staff can learn and work free from disruption. Suspension and permanent exclusion are recognised behaviour management tools but will only be used where necessary, lawful, reasonable, fair and proportionate. Permanent exclusion will only be used as a last resort.

Before considering suspension or permanent exclusion, the school will, wherever appropriate, consider a range of support strategies, interventions and reasonable adjustments, particularly where a pupil has SEND, an Education, Health and Care Plan (EHCP), a disability, social worker involvement or is a looked-after child. The school will ensure that its duties under the Equality Act 2010 and Children and Families Act 2014 are fully considered in all decision-making.

A permanent exclusion will normally only be considered:

- In response to a serious breach, or persistent breaches, of the school's Behaviour and Relational Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school community.

Where a pupil is suspended, the school will ensure appropriate educational work is provided from the first day and will comply with statutory requirements relating to alternative provision and reintegration. Following any suspension, the school will hold a reintegration meeting and implement a proportionate reintegration strategy to support the pupil's successful return to school.

Where a pupil has SEND or an EHCP and is at risk of suspension or permanent exclusion, the school will work closely with parents, the SENDCo, outside agencies and, where appropriate, the Local Authority to review provision and consider whether additional support, reasonable adjustments or an emergency annual review is required.

The school will notify parents, the Governing Board, the Local Authority and, where applicable, Social Workers and Virtual School Heads in accordance with statutory guidance.

The school will not use unofficial exclusions, informal exclusions, part-time timetables for behavioural reasons, or any practice which could constitute off-rolling. Any requirement for a pupil to be absent from school for disciplinary reasons will be formally recorded as a suspension in accordance with statutory guidance.

The school follows the Department for Education statutory guidance:

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (July 2026).

Separation for Safeguarding Purposes

In exceptional circumstances, and where necessary to safeguard pupils, the school may temporarily require a pupil to remain away from the school site or separate pupils while safeguarding investigations take place. Such action is not a disciplinary exclusion and will be managed in line with statutory safeguarding guidance, Keeping Children Safe in Education and the DfE Suspension and Permanent Exclusion Guidance. Decisions will always be proportionate, reviewed regularly and made in the best interests of all children involved.

Positive Handling and Restrictive Physical Intervention

Please see the Positive Handling and Restrictive Physical Intervention Policy for further information.

This policy is underpinned by the Equality Act 2010, the Children and Families Act 2014, Behaviour in Schools (DfE), Keeping Children Safe in Education, and Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (July 2026).

Rokeby Primary School is committed to ensuring that all pupils, regardless of background or need, are supported to feel safe, respected, and ready to learn.