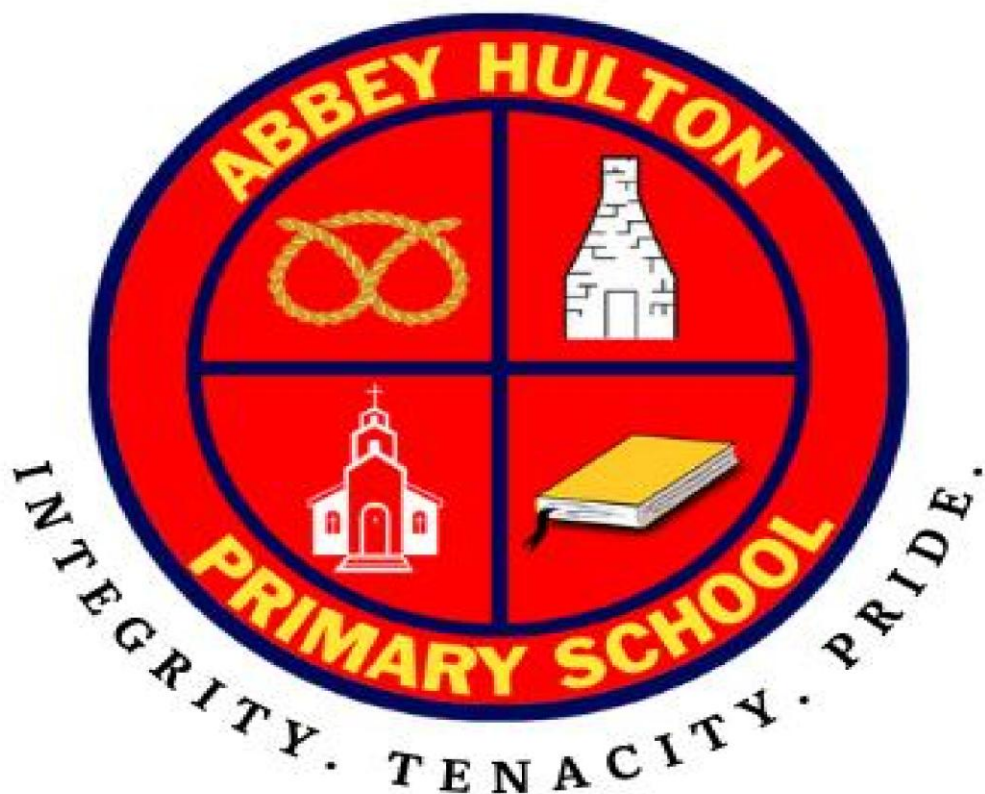




Abbey Hulton Primary

Relationships and Behaviour Policy

Revised September 2025

Temporary Head of School	Mrs H Sutton	Date	September 2025
Temporary Executive Head Teacher	Mr C Crook	Date	September 2025
Chair of Governors	Mr M Bogg	Date	September 2025

Next Review: September 2026

This policy will be reviewed by the head of school, executive headteacher, staff and governing body on an at least annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy has been written with reference to the DFE Guidance 'Behaviour in Schools: Advice for Head Teachers and School Staff' (2022) and 'Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement' (2022)

Vision

At Abbey Hulton we value our right to be included and respected in a safe environment, so we flourish as learners. We communicate effectively, build emotional strength and resilience to enable all children to thrive, not only in our own school but in high school and the wider community.

Statement of intent

At Abbey Hulton, we believe that, in order to facilitate a positive learning climate, acceptable behaviour must be demonstrated in all aspects of school life.

The School Motto

Integrity Tenacity Pride

Doing the right thing and never giving up fills us with pride

School Values

Awareness

Success

Perseverance

Integrity

Respect

Enjoyment

Relationships and Behaviour Policy Aims

- To ensure everyone has an equal opportunity to feel safe, secure and happy regardless of their circumstances.
- To provide an environment that is free from disruption or upset by others.
- To provide a curriculum where children learn because they choose to, and because they enjoy it.
- To promote positive behaviour through the school values.
- To provide a consistent environment that encourages and reinforces good behaviour.
- To embed the use of emotion coaching techniques in all aspects of school life.
- To enable children to develop a sense of self worth, and respect and tolerance for others.
- To help children understand that they need to be regulated in order to learn.
- To understand that every interaction is important.

Positive relationships are rooted in consistency. Broadly speaking, the principles of our practice at Abbey Hulton are:

- The establishment of positive, secure, consistent and trusting relationships between adults and children.
- Collaboration with children in establishing goals and finding solutions, building upon strengths as well as addressing needs wherever possible.
- Taking an individualised approach, recognising that each child's pattern of strengths and challenges will be different, shaped by differing combinations of characteristics, experiences and circumstances. One size DOES NOT fit all.
- Using approaches which are developmentally appropriate and trauma-informed, and which build self-belief, self-worth, motivation, hope, resilience and a sense of purpose and ambition. Particular attention will be paid to any practical obstacles to engagement and desistance.

- Providing the right opportunities and support at the right time, meaning that a range of services and supports are available and are accessible, responsive, flexible and sustainable, with all services working together in partnership through a whole systems approach.
- Helping children form bonds and build relationships, developing self-belief and so moving away from dependency on specialist services to independent access to universal services.

Staff are committed to a consistent and restorative approach, as explained in Paul Dix 'When the adult changes everything changes'. Consistency at Abbey Hulton means:

- **Consistent language; consistent response** – referring to the agreement made between staff and children with clear and simple expectations reflected in all conversations about behaviour.
- **Consistent follow-up** – Ensuring certainty at the classroom and senior leader level. Never passing problems up the line, teachers and support staff take responsibility for behaviour interventions, seeking support but never delegating – we are an Abbey Hulton Team.
- **Consistent positive reinforcement** – routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- **Consistent consequences** – defined, agreed and applied at classroom level as well as established structures for more serious behaviours.
- **Consistent and simple rules/agreements/expectations** – referencing appropriate behaviours, icons, symbols and visual cues.
- **Consistent respect from the adults** – Even in the face of disrespectful learners! At Abbey Hulton we model the expected behaviour at all times.
- **Consistent models of emotional control** – Emotional restraint that is modelled and not just taught, all staff as role models for learning alongside learners.
- **Consistent reinforced rituals and routines for behaviour** – In classrooms, around school, in structured and unstructured times.
- **Consistent environment** – calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment is calm, clutter free and accessible with identified spaces for co-regulation.

Consistency in the way adults behave at Abbey Hulton means:

All staff will Meet and greet at the door with a smile Refer to ASPIRE Model positive behaviours and build relationships. Plan lessons that engage, challenge and meet the needs of all learners. Be calm and give ‘take up time’ when going through the steps. Prevention before sanctions. Follow up every time, retain ownership and engage in reflective dialogue with learners. Never ignore or walk past learners who are not meeting expectations of behaviour.
Senior leaders will: Meet and greet learners at the beginning of the day with a smile Refer to ASPIRE Be a visible presence around the school Never ignore or walk past learners who are not meeting expectations of behaviour. Celebrate staff, leaders and learners whose effort goes above and beyond expectations Regularly share good practice Engage with staff to support learners with more complex needs.

REWARDS & INCENTIVES

Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, rewards. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Focus on and praise the behaviours you want and expect to see. Address negative behaviours non verbally and follow up later using ASPIRE as a basis for discussion. Sometimes a simple reiteration of expectations without discussion is all that is required. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Dojos

- Throughout the school day, children are awarded Dojo's for reflecting the school values and daily expectations.
- Teachers use the message function on dojo to share and celebrate positive behaviour.
- Children can achieve a maximum of 5 Dojos per day. These are for:
 - o 1 Dojo for arriving on time
 - o 1 Dojo for wearing smart uniform
 - o 1 Dojo for a good morning
 - o 1 Dojo for a good afternoon
 - o 1 additional Dojo for going above and beyond.
- 20 Dojos are exchanged for a golden token. Once a child has 2 golden tokens they can go to the Dojo shop. Children can save golden coins for a 'bigger' purchase in the Dojo shop.
- Dojo shop will be open every Friday at lunchtime in the Conference Room, ran by Year 6 monitors.

Praise from adults

Stickers and verbal praise to be used as much as appropriate.

1 Postcard to be given to a child in every class every day. This will be shared on class dojo as a photo of either the postcard or the child holding the postcard.

The headteacher postcard will be given as and when deserved.

Golden time – 20 minutes for the whole class regardless of behaviours through the week. This ends the week on a positive, and prevents grievance being carried over to the next week.

Celebration Assembly

Headteacher Award

One child per week will be identified by SLT. Presented on Monday in assembly, parents of the child are invited. They will join the Stars of the week to eat lunch at the golden table with Mrs Sutton or Mr Crook on a Monday.

Star of the Week Award

One child from each class is awarded a certificate linked to the school values each week. Presented on Monday in assembly, parents of the star invited. Stars of the week to eat lunch at the golden table with Mrs Sutton or Mr Crook on a Monday.

Class of the Week trophy

Decided by SLT. Class have ownership of the trophy, and a seasonal class treat (ice lolly / hot chocolate and biscuit / doughnut etc)

Dinner Hall Class of the Week – kitchen staff will award to a class for manners, cleanliness and noise levels in the dinner hall. This class will go first every day for a week.

Lunchtime book raffle – lunchtime staff will award raffle tickets to children for behaviour during lunchtime. This includes inside the dinner hall and on the playground. Raffle tickets will be placed in the box in the hall as children return from dinner time, and the raffle will be drawn every Monday during celebration assembly.

Class based awards

Handwriting & Presentation Award/TTRS

Certificates are awarded in class on a Friday by Mrs Heming to children who have demonstrated improvement in this area.

Whole school strategies to support positive relationships

STAR – a whole school approach to ensure engagement in learning.

Wonderful Walking – a whole school approach to ensure safe and respectful transition around the school and to minimise disruption to learning.

Wonderful Walking means:

Facing forwards, on the left-hand side of the corridor

At a steady pace, in a straight line with hands behind your back and without talking

RESET Spaces

RESET spaces are available in all learning areas and most communal areas in the school. RESET spaces are used as a space for children to co or self-regulate, with the intention of returning to their table space and the ongoing lesson/task.

It is important that RESET spaces are introduced, discussed and modelled by the adults in the room. RESET spaces are not to be used as a punishment to isolate children from the rest of the class.

Zones of Regulation – displayed in all learning areas.

The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.

What are the Zones?

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions. However, people have more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

How are the zones used?

- Children struggling to regulate their behaviours will have the opportunity to participate in the Zones of Regulation intervention programme, led by the Assistant SENDCo.
- Children will have the option of personalised visual toolkits, representing the strategies they can use to regulate the zone they are in. It is the adults responsibility to make sure that all strategies are manageable and are resourced in the classroom.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in the behaviour flowchart for dealing with poor conduct.

The Reminder

A reminder of the expectations for learners; ASPIRE delivered directly to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

The Recommendation

A clear verbal recommendation delivered directly to the learner making them aware of their behaviour and clearly outlining the consequences if they continue.

'I recommend/suggest that you...'

The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

The Reflection

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequence of their action is e.g. who it is affecting and how. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Recommend/suggest the desired behaviour and state again the consequences.
- Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away – do not react or respond. Write them down and follow up later.
- We resist endless discussions around behaviour and spend our energy returning learners to learning.
- Learners should only leave classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- If the step above is unsuccessful or if a learner refuses to take a time out (within the room or corridor) then refer to another colleague for support or a member of SLT.

The Restore

Once the learner has had time to reflect, a 2 minute restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to restore the relationship or resolve the disruption to their learning.

Serious Incidents

Examples of serious incidents may include:

- Verbal or physical abuse of staff or children
- Fighting
- Possession or use of alcohol/drugs/bringing into school dangerous items
- Deliberate damage to school or others' possessions
- Bullying, Sexualised or racist behaviour
- Making malicious unfounded allegations against a member of staff
- Walking out of class/school without permission

Managing Serious Incidents

- For serious incidents, please refer to the senior leadership team once you have dealt with the matter in the first instance.
- Very occasionally, to keep a child safe, we need to use physical restraint. Some staff are trained in 'Safer Interventions' which is a positive handling strategy. If this is necessary, the full incident and actions will be recorded and parents will be informed.
- Internal suspensions, fixed-term suspensions and exclusions are used as a last resort.

Team around the child

The team around the child approach brings together all involved in the child's school life, ensuring a holistic and co-ordinated approach to their needs. Placing the child at the centre fosters collaboration, definition of roles and consistent implementation. Through carefully planned, strategic intervention potential issues can be addressed before escalation, supporting the child's access to their education. Regular reviews of the child's progress build a comprehensive, reflective and accurate account of the context, intervention and impact.

Positive Behaviour Approaches

Staff will carry out positive behaviour approaches calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

We do this in a number of ways:

- Staff know children well, as individuals, and provide support where it is needed, both in the classroom and on the playground.
- We maintain high expectations of behaviour and our boundaries ensure that children know what is expected of them and what will happen if they do not use the strategies and support available to help them follow the school rules.
- Staff are very aware of the need for strong relationships and trust, and know that they have a significant part to play in helping children repair any rupture in a relationship.
- By using restorative approaches, children will speak about their actions with honesty, and will reflect on the impact their actions have on themselves and others. Children and adults are aware of the importance of repairing and sustaining strong relationships.
- We understand the impact of trauma and adverse childhood experiences.
- We have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion.
- Pivotal practice is used which promotes effective approaches to behaviour, including bullying, resilience. one trusted adult, attachment theory.
- We actively encourage parents/carers to share in their child's learning through open events, class assemblies to share learning, and meetings with their child's class teacher.
- We have a high level of support from parents/carers, and actively seek their views.
- We build a sense of pride in the school. This is promoted through assemblies as well as class work, where child's work, behaviour and achievements out of school are publicly celebrated.
- We use 'Restorative Approaches' when children find themselves in conflict with other children/are struggling with relationships. This enables individuals to reflect on their behaviour, and its impact on other people, and to make sincere amends. We promote a 'no blame' approach, to allow children to change their behaviour without creating opportunities for resentment, or by using punitive responses which can damage relationships.
- If a conflict has occurred, we act in a way which helps everyone involved repair and rebuild relationships, restore trust and agree a way forward.
- If parents/carers have any concerns, we take these seriously, and follow them up.
- Class teachers promote self-esteem through positive feedback. Children who model our school values well are celebrated for their positive actions/attitude. Children are also encouraged to 'call out' each other.
- We inform parents/carers early if we are worried about their child, or have concerns about their child's behaviour. Meetings around this are positive and focused on support.
- Our weekly assemblies focus on aspects of citizenship, wellbeing indicators, friendship, school values, British values, as well as key events in the year's calendar.
- We will be improving our playground facilities and introduced games and activities to make break times and lunchtimes more enjoyable for our children, and to reduce the likelihood of any disputes or 'falling out'.
- We seek advice and support from expert services, e.g. Educational Psychology and Health colleagues to support children who may struggle, at times, with relationships in school.
- We share information with each other, as a staff, in a professional manner, to support children who have additional needs, or those who need a bit of extra attention.

Child on Child abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it. (see child on child abuse policy)

Bullying is not tolerated. Any concerns around bullying must be reported to the head of school and will be dealt with accordingly. Children should be reminded of the child friendly anti bullying policy.

Sexualised Behaviour

The school teaches the NSPCC's "Underwear Rule" every year, in PSHE lessons during the Spring Term and is revisited throughout the year. During these lessons, children are taught important safety skills without being given any explicit information. The children are taught the PANTS acronym:

P: Privates are private

A: Always remember, your body belongs to you

N: No means no

T: Talk about secrets that upset you

S: Speak up, someone can help

Sometimes, children display behaviour that may appear to be 'sexualised.' In most cases, the behaviour is part of normal child development. However, the school looks at all incidents of Sexualised Behaviour very carefully. Each incident is evaluated using the NSPCC Traffic Light Tool. All incidents are categorised as Green, Amber or Red and are recorded on CPOMS and monitored. Parents are always informed.

Red Incidents of Sexualised Behaviour are automatically considered to be a safeguarding concern.

Sexual harassment and sexual violence

The school operates a zero tolerance approach. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. (see Child Protection policy & Safeguarding Policy 2024)

Radicalisation

Use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others. All staff in the school have received PREVENT training to identify early signs of radicalisation. Staff are also aware that any extreme behaviour, language or incidents related to radicalisation will be reported to the PREVENT team and investigated further. (See Safeguarding & Child Protection Policy and Preventing Extremism and Radicalisation Policy.)

Confiscation & searching

Any prohibited items (listed below) found in children's possession will be confiscated. These items will not be returned to children. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate. Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

- Weapons and other dangerous implements
- Illegal/dangerous substances

- Chewing gum
- Caffeinated energy drinks
- Offensive materials
- Alcohol
- Tobacco/lighters/vapes
- Medication

(This is not an exhaustive list and is reviewed at least annually)

Mobile Phones

- Children are not permitted to have mobile phones upon their person whilst in school
- Parents of children in Upper Key Stage 2 may arrange for children to keep a mobile phone locked in their classroom or school office.

Outside school and the wider community

- Children at the school must agree to represent the school in a positive manner.
- The school values apply both inside school and out in the wider community, particularly if the child is dressed in school uniform.
- Complaints from members of the public about bad behaviour by children at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.
- A child's behaviour outside school can be considered grounds for a suspension or exclusion. Any decision of a headteacher, including suspension or exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful, reasonable; fair; and proportionate.
- The Headteacher will also take the child's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. She will inform the child about how their views have been factored into any decision made. Where relevant, the child will be given support to express their view. Whilst an exclusion may still be an appropriate sanction, the Headteacher will take account of any contributing factors identified after an incident of misbehaviour has occurred.
- **Social media, chat groups, online gaming** Where children engage in inappropriate online conduct, such as swearing, shaming other children, bullying, sharing inappropriate images and other negative behaviours, the school will apply sanctions, contact and in certain situations meet with families, in order to resolve issues and further educate children and parents in online safety and appropriate use of technology.

Monitoring and review

This policy will be reviewed by the head of school, executive head teacher, staff and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Policy Written	
Policy Approved	
Policy Review Date	