Inspiring the individuals of today, for a better society tomorrow,

"Aspire, Belong, Collaborate"

Roselands Primary School

Behaviour and Relationships Policy

Review Frequency	Annual
Reviewed	September 2026
Next Review	September 2027
Agreed by Head	12th January 2026

Roselands Behaviour and Relationships Policy

The Foundation – Building Positive Relationships

At Roselands and throughout Riviera Education Trust, we believe in building caring, trusting, authentic relationships
between **all** members of our school community. These relationships are the essential foundation upon which
everything else in school is built.
Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). This research-based approach is underpinned by the educational practice of 'Protect, Relate, Regulate and Reflect'.

Protect

We aim to ensure that children are physically safe, but also safe within their relationships. We do this by creating a welcoming, calm environment that is consistent and encourages social engagement. We create safety by investing in relationships and carefully considering individual needs to ensure everyone can be successful. We do this by:

- Implementing meet and greet procedures every day and pedagogic interventions such as 'I wish my teacher knew'.
- Staff training to ensure that all adults have a comprehensive understanding of PACE (Playful, Accepting, Curious, Empathy - Hughes 2015) so they are able to use this to reduce the flight, fright, freeze response.
- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them.
- Adults taking a no shaming approach. Conversations with individuals about behaviour will take place in private.
- Adults being aware of facial expression and are expected to present as open, warm and engaged at all times.
- Adults being extremely consistent and ensuring they adjust their expectations around vulnerable children to meet their needs.

Relate

We know that the ability to form meaningful relationships is essential for our mental health and happiness. Relationships play an important role in the development of the frontal lobes of the brain associated with emotional regulation, emotional intelligence, planning and problem solving which are all key components of learning.
We do this by:

- All adults having an awareness of attachment theory.
- A whole school commitment to enabling children to see themselves, their relationships and the world around them positively.
- Providing opportunities for vulnerable children to spend relational time with emotionally available adults.

Regulate

Stress can make it extremely hard to engage in our surroundings as well as impacting our physical health. At Roselands we aim to support members of our school community to ensure that they are not left in toxic stress. We recognise the power of developing our relationships so children can talk about how they are feeling.

We do this by:

- Implementing support and teaching children methods to bring down their stress levels and support self-regulation.
- Protecting and supporting the emotional well-being of our staff.

Reflect

Children and adults need to be able to reflect to enable them to understand their feelings and behaviour. Reflection enables us to make sense of life and develop language for emotions so we are able to understand what we are feeling and what has happened. This may also be time to repair relationships that may have ruptured as a result of what has happened. Reflection can only occur once the child is calm and regulated.

We do this by:

- **Everyone understanding behaviour is a form of communication** (adults respond to concerning behaviour by considering to ask '*what has happened to you?')*
- Supporting and training staff in good listening, dialogue, empathy and understanding (instead of asking lots of questions).
- Giving children the opportunity to work with trusted adults to make sense of their painful experiences through a range of therapeutic approaches (Pastoral interventions).
- The behaviour and relationship policy guiding when to hold restorative conversations which take place when children are ready and able to think about what happened and are supported to repair.
- Teaching PSHE (as part of personal development) which is informed by current research and teaches children about mental health, healthy relationships, emotions, relationships and tools for how to live life well.

Roles and Responsibilities

All adults that work at Riviera Education Trust are required to conduct themselves in keeping with this policy. It is
the responsibility of all adults in the school to model the behaviours described. New staff and volunteers will be
expected to read the policy and training will be given to support them in carrying out this approach.

Behaviour

At Roselands, we are 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 actively and consistently promote being respectful and encourage the school community to demonstrate our core values. We work in partnership to support children, staff and parents.

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At Roselands, behaviour is understood as communication. We understand poor behaviour is the result of an unmet need. We understand children learn best when we form positive, trusting relationships and this informs our approach to managing, and then to, adapting behaviour.

Aim of the Policy

To create a culture of exceptionally good behaviour: for learning, for community, for life

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention, our interactions, the curriculum and Trauma Informed Schools ethos.

Golden rules

Be Ready	Be Respectful	Be Safe

The golden rules are expected behaviours for all aspects of school life. The children are explicitly taught how to follow these golden rules throughout the year, through the school focus on **'The Roselands Way'**. This is a proactive curriculum cycle where key routines, social expectations, and habits are explicitly modeled, practiced and embedded across the school community.

Every focus within 'The Roselands Way' directly aligns with our three Golden Rules:

- Be Ready: Preparing mindsets, spaces, and equipment to maximise learning time (e.g., The Roselands Welcome, Smooth Starts, Roselands Responsibility).
- Be Respectful: Demonstrating care for our peers, staff, and environment through clear social routines (e.g., Positive Playtimes, Marvellous Manners).
- Be Safe: Maintaining physical and emotional safety through orderly movement and calm environments (e.g., Legendary Lines, trip-free learning areas).

School values

Children at Roselands are expected to show the following school values in the following ways:

Independence	● Recognise our strengths ● Taking responsibility for our actions and choices ● Being curious
Collaboration	● Encouraging others ● Being a willing team player ● Valuing the opinions of others
Resilience	● Learning from our mistakes ● Practicing is necessary to get better ● Managing emotions in difficult situations.
Ambition	● Doing our best ● Taking risks ● Dreaming big

Consistency

We believe that in order to create a safe, nurturing environment we need to be consistent with our routines, our language and how behaviour and praise is managed. All staff ensure:

- Consistent respect from the adults.
- Consistent environment.
- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, key stage and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent processes: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

In order to achieve a consistent approach, the following expectations are in place:

Consistent daily routines

- Children are greeted by an adult on the door at the beginning of each day. Children return the greeting. Children enter the classroom calmly and independently and settle to early morning work. When leaving the school, the class teacher will take the children outside at the end of the day. The class teacher will be available to talk with parents if necessary.
- In class/assemblies/at any point in the day, any adult can put their hand clearly in the air, whilst counting down from 3 to gain the attention of the whole class - this is called the stop sign. Children will respond by stopping what they are doing instantly and raise their hand whilst giving the adult eye contact. Staff will wait until all children and adults have raised their hands. A whistle will be used in PE lessons and playtimes to gain attention.

- A whistle is blown to signal the end of playtime where all children stop still. A second whistle is blown and children walk sensibly to their allocated line. When in line, children are expected to be silent. When the line is complete, the member of staff will signal they can enter the school in single file.
- Children are expected to walk around the school calmly, showing respect to others.
- At playtimes, children are not allowed inside the school building without permission from a member of staff.

All staff

- Model positive behaviours and build relationships.
- Refer to 'be ready, be respectful, be safe'
- Be calm and follow the behaviour and relationships policy
- Follow up every time, retain ownership and engage in reflective conversations with learners.
- Never ignore or walk past learners who are making a wrong choice.
- Meet and greet at the door.
- Use visible recognition boards throughout every lesson.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence throughout school to encourage appropriate conduct
- Support staff in managing more complex behaviour and supporting staff in restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child displays behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the member of SLT on duty so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with parents and carers via the school website. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate, parents will be signposted to additional support from other agencies.

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Recognition

At the heart of our policy is the focus on the recognition of effort towards our school values.

The table below links to the school's praise system which gives an overview of positive behaviours and rewards:

Type of praise and rewards	Stage	List/explanation of rewards – school to update
In class rewards that are available to all children at any time who demonstrate good examples of expected behaviour or achievements in work.	**1**	Praise is given for individuals who are displaying efforts in demonstrating the school values. Pupils can be rewarded with the following: ● **Verbal praise and stickers** - Include child's name, description of behaviour and how it's helping their learning when appropriate ● **Parental communication** -the class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation or message on Seesaw ● **Values boards -** In each class, a values board is in place to recognise and promote positive behaviour. **House points** can be awarded to children working towards each value and recorded on the values board. ● In EYFS and KS1, a star of the day is in place for a child in each class who is recognised for their efforts towards the school values. Children will also be recognised for other school values on the board. The following are examples that merit the child's name being added to the values board: ★ Achieving a handwriting target - Independence ★ Contributing well to a team during a task - collaboration ★ Trying a range of solutions in a tricky task - resilience
Behaviour or achievements that are above and beyond' what is expected and is sustained over a period of time	**2**	● A **Star** for demonstrating effort or attitude that is above and beyond e.g. fulfilling a task that has shown great perseverance or a special act of kindness. Stars are written in a class star book. When a child achieves 5 stars, they will receive a certificate. When a child reaches 10 stars they receive a bronze star. When a child reaches 20 stars they receive a silver star and when they receive 30 stars, they can receive a gold star. Stars can be given by any member of staff. Certificates are awarded as part of the weekly celebration assembly. ● Further parental communication e.g. where appropriate, work photocopied to be sent home, picture on Seesaw ● Sent to another member of staff, e.g. previous class teacher, member of SLT will verbally praise them and may also use a reward from level 1 e.g. sticker. ● Celebration assembly and the school newsletter is used to celebrate other significant achievements

Celebration assembly

- Star badges are handed out once the different landmarks are achieved.
- Every class will have a 'teacher award' for the week. This can be awarded for anything e.g. regular home reading, being a good reading buddy, extra effort within maths.
- Headteacher award for a child in each phase who has demonstrated one or more of the school values throughout the week. These children will receive a book from the reading vending machine.
- Every week, the house points are counted by House Captains and a weekly winner is announced during the Celebration Assembly every Friday. House points are then tallied over the course of a term and a

winner is announced. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

Consequences

Staff will adopt a PACE (playful, acceptance, curiosity, empathy) and WINE (I wonder, I imagine, I notice, I emphasise) approach with consequences. The age and stage of the children are taken into consideration when delivering these approaches.

Behaviour	Stage	Response
Examples of yellow behaviour ● Shouting out in class ● Distracting others ● Negatively impacting on the learning of other pupils ● Talking at inappropriate times in class ● Failure to follow instructions ● Entering school building needlessly at break/lunchtime ● Showing a lack of care for school property ● Disengagement in class ● Rude or disrespectful behaviour to peers or adults ● Refusal to do any work ● Kicking or hitting out (not directly at a person) ● Spitting on the floor ● Shouting/screaming at others ● Running out of class ● Throwing objects (not directed at someone) ● Inappropriate language	**1**	**Redirection** A gentle 'verbal nudge' in the right direction that reminds the child of the school rules and the behaviour we want to see. ***I notice you are….*** ***Remember when you ….that is who we need to see today***
	2	**Reminder** A reminder of the rules 'Be Ready, Be Respectful, Be Safe' (delivered privately if possible) ***We care about you and here we expect…***
	3	**Caution** A clear verbal caution is given, making the learner aware of their behaviour and outlining the consequences if it continues. It should be made clear to the learner that this can be turned around. ***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 consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.*** ***Walk away from the learner; allow them time to decide what to do next.*** ***If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning*** NB: Three or more cautions in a week need to be recorded on CPOMS by the class teacher and parents informed.
	4	**Restorative conversation** A restorative conversation is to take place at break time (this is not necessarily the whole breaktime, but long enough for the restorative conversation to take place). This can happen in the classroom or in the regulation zone. ***What has happened?*** ***What were you thinking about at the time?*** ***Who has been affected by your actions?*** ***How have they been affected?*** ***What can be done to make things right?***

		How can we do things differently next time? Make the learner aware that it is a fresh start now but also that if the behaviour continues we will go to step 5. If a child is in the regulation zone two or more times in a week, parents will be contacted by the class teacher and this logged on CPOMS. If a child is in the regulation zone two or more times in a week, a formal meeting will be arranged with parents, child, class teacher and a member of SLT.
	5	**<u>Reset</u>** Chance to regulate in a quiet space, away from others with an emotionally available adult. Each year group will have an identified area for this to take place. The focus of the reset is to calm and get ready to return to the classroom. (The role of the adult is to support the child to regulate. Later, the restorative conversation needs to take place with the adult who issued the caution or time in regulation zone) A restorative conversation focusing on golden rules using a script. The teacher needs to inform parents of the incident. Include in the conversation that the consequence has already taken place. Incident/s logged on CPOMS.
If work is not completed or disruption is caused to learning, the child will miss this amount of time (set by the class teacher) at break time or lunchtime. Break time will be facilitated by the class teacher and lunchtime will be facilitated by SLT. Any work that is STILL not completed will be sent home. If missing break/lunchtime, staff will ensure that pupils still get adequate time to eat and use the toilet.		
Examples of red behaviour: ● Repeated poor behaviour over a short period of time ● Inappropriate, insolent or abusive language ● Verbally abusive towards children or adults e.g. swearing ● Physically abusive towards children or adults , including targeted hitting and kicking. ● Damaging or destroying school property ● Damaging or destroying others' work or property ● Threat to use weapons ● Possession of a banned object ● Use of weapons		**Immediate Response** ● Member of SLT on duty to be called immediately to support the child to a safe reset space ● SLT will consider the issues and details around the child and their behaviour and further responses, including support, identified. ● Headteacher or Deputy Head to be informed where necessary. ● SLT to inform parents of incident ● Incident logged on CPOMS by staff by who witnessed the incident. ● Due to the serious nature of the incident, the full range of consequences, internal exclusion or suspension will be considered. The decision to exclude internally or externally will be determined by the needs of the child as well as others affected, and the consequence deemed most appropriate. ● Restorative conversation to take place with child, SLT, class teacher and parents.

• Running away in public places • Spitting at others • Racist, homophobic, sexualised or prejudicial language • Sexualised behaviour, sexual harassment or racist abuse		

Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. We understand that children may experience a wide range of special educational needs, disabilities or mental health needs which may, at times, affect children's behaviour. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

As a school, we ensure that the necessary provision is made for any pupil who has special educational needs, disabilities or mental health needs. All members of staff understand the need to make the adjustments when supporting pupils with SEND.

Children with additional needs might be supported with personalised rewards and incentives as well as adaptations to consequences.

Supporting pupils with challenging behaviour

Some of our pupils' needs mean that they are unable to effectively manage their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day, over a period of time, incorporating different types of prevention strategies. Records of behaviour help us focus on the frequency, context and levels of behaviour. Behaviour plans are implemented after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded on CPOMS. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Physical intervention records are monitored frequently by the senior leadership team.

Roselands uses Individual Behaviour for Learning Plans (IBLP) for pupils who have identified recurrent behaviours. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour. Identified pupils may have an individual risk assessment indicating any potential known risks to themselves, other pupils, the school environment and adults. All staff working with pupils should be made aware of the pupils' needs, risk assessment and work within the guidelines provided in this and the IBLP document (if appropriate).

Once the IBLP is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours are not improving, the school would seek to obtain advice from professionals, Local Authority representatives and parents/families to develop an appropriate way forward.

Children who demonstrate poor behaviour may be asked to share a report card with their teacher after each session and come to a joint decision in evaluating the behaviour that they displayed. An agreed number of positive sessions will then result in a reward for that individual child. This approach will be over an agreed time period and will involve a member of SLT and parents of the child.

Child on child abuse

All staff advocate strenuously for high standards of conduct between pupils and staff; they demonstrate and model manners, courtesy and dignified/respectful relationships. Our Personal, Social, Health and Economic (PSHE) curriculum and Sex and Relationships Education (SRE) curriculum teach the children characteristics of effective relationships and how to treat each other with respect.

There is a zero-tolerance approach to sexual violence and sexual harrassment; it is not acceptable and will not be tolerated. Roselands follow the general principals as set out in Keeping Children Safe in Education (KCSIE). Each incident of child on child abuse will be considered on a case by case basis and clear consequences will be put in place for the perpetrator, as well as support for the victim; the DSL or Deputy DSL will be involved in any incidents of child on child abuse to advise on the appropriate response which will include contacting parents of all of the children who are involved.

Banned items

The following is a list of items which are banned by the school and for which a search can be made:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes

A search can also take place for any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage the property of; any person (including the pupil) using an article specified in regulations.

Mobile devices are to be handed into the class teacher at the beginning of the day. These will be locked away and returned to the child at the end of the day. Mobile devices are not to be used in school time by children. The school can confiscate the mobile device if it has not been handed in when the child arrives.

The school will follow the guidance in the following document when searching, screening and confiscating: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_datSearching, screening and confiscation_guidance

Behaviour outside school

Pupils' behaviour outside school on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.

Schools have the power to place consequences for pupils for poor behaviour outside of the school premises to such an extent as is reasonable. We will consider putting consequences in place if poor behaviour occurs:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school.

Suspensions and Permanent exclusions

Suspensions and permanent exclusions are an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered

- An incident of extreme seriousness has occurred
- In such circumstances where the Headteacher see fit

Following a suspension, the team around the child will meet and on return to school a restorative reintegration meeting will be held with a member of SLT, teacher, child and parent/carer.

*This policy has been written taking into consideration model policies from Trauma Informed Schools UK Relationship Policy and Paul Dix 'How to Write an Outstanding Behaviour Policy'.
This policy should be considered alongside the anti-bullying policy and the safer touch and positive handling policy.

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Details of Amendments

September 25

- Reviewed without change.

January 26

- Changed red and yellow card behaviour, dropped the ‘card’.
- Changed PSP to IBLP.
- Added ‘consequences are dependent on age and stage of pupils’.

September 26

- Changed Trauma informed Practitioner to ‘Pastoral Interventions’ on Page 3.
- Addition of 'The Roselands Way' section: Detailed the alignment of this with the three golden rules (Be Ready, Be Respectful, Be Safe).
- Updated that the policy is shared with parents via the school website in the ‘Communication and parental partnerships’ section
- Head of School changed to Headteacher throughout.
- Update to the mobile phone section; they will be locked away for the day and will be confiscated if a child has not handed it in.
- Added clarity about missing breaktime/lunchtime that staff will ensure that pupils still get adequate time to eat and use the toilet.
- Updated terminology in the Suspensions and Exclusions section to align with DfE statutory guidance.