# Behaviour and Relationships Policy

## Policy Statement

At Fairlawn Primary School, we believe that positive behaviour grows from positive relationships.

We understand that children learn best when they feel safe, valued, respected and connected. Our behaviour culture is built upon strong relationships, high expectations, consistency, empathy and a commitment to repairing harm when things go wrong.

We seek not simply to manage behaviour but to teach children the social, emotional and behavioural skills they need to become successful learners, responsible citizens and active members of their community.

Through our values of **Friendship, Responsibility and Empathy**, we create a school community where everyone is **Ready, Respectful and Safe**.

## Legislative Framework

This policy has been developed in accordance with:

- Education and Inspections Act 2006
- Education Act 2002
- Equality Act 2010
- Children Act 1989
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, current edition)
- Suspension and Permanent Exclusion Guidance (DfE, current edition)
- Searching, Screening and Confiscation Guidance (DfE, current edition)
- Use of Reasonable Force in Schools Guidance (DfE, current edition)
- Keeping Children Safe in Education (current edition)
- UN Convention on the Rights of the Child (UNCRC)

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Equality Policy
- Attendance Policy
- Online Safety Policy
- Positive Handling Policy
- Staff Code of Conduct

## Aims

This policy aims to:

- create a safe, calm and inclusive environment where all children can flourish;
- promote positive relationships throughout the school community;
- establish clear and consistent expectations for behaviour;
- explicitly teach social, emotional and behavioural skills;
- support children to develop emotional regulation and independence;
- support children to repair harm and rebuild relationships;
- provide fair, consistent and proportionate responses when behaviour falls below expectations;
- ensure behaviour systems are inclusive and responsive to individual needs;
- fulfil statutory duties relating to behaviour, safeguarding, SEND and equality.

## Our Relational Approach

At Fairlawn Primary School we understand that all behaviour communicates a need, feeling or experience.

We believe:

- strong relationships provide the foundation for accountability and learning;
- connection supports regulation;
- children do well when they can;
- mistakes provide opportunities for learning;
- children should be supported to repair harm;
- every child deserves dignity and respect;
- adults are responsible for creating calm, predictable and emotionally safe environments.

Adults seek to understand behaviour before responding to it. Support, accountability and consistency work together to help children develop self-regulation and positive behaviour.

## Rights Respecting School

As a UNICEF Gold Rights Respecting School, children's rights underpin our behaviour culture.

This policy particularly promotes:

- Article 12: The right to have their views heard.
- Article 19: The right to protection from harm.
- Article 28: The right to education.
- Article 29: The right to develop talents and abilities.
- Article 31: The right to play.
- Article 37: The right not to be punished in a cruel or degrading way.

## Our Expectations

Our behaviour expectations are based upon our values of:

- **Friendship**
- **Responsibility**
- **Empathy**

These values are supported through our three school rules:

**Ready**
Children are prepared to learn and participate positively.

**Respectful**
Children treat themselves, others and their environment with kindness and consideration.

**Safe**
Children make choices that protect physical and emotional wellbeing.

Each class develops a Class Charter using the Convention of the Rights of the Child and guided by our values and expectations. This is reviewed at least termly and in the event of any unexpected behaviour.

## The Role of Adults

All adults are responsible for modelling the behaviour, language and relationships we wish to see.

Adults will:

- greet children positively each day;
- build strong relationships with children and families;
- maintain high expectations;
- explicitly teach behaviour and social skills;
- model respectful communication;
- use restorative language;
- use objective language to describe behaviour e.g. unexpected, dysregulated, seeking connection, testing boundaries or overwhelmed;

- avoid using adultified language to describe behaviour e.g. inappropriate, manipulative, defiant, aggressive and disrespectful;
- remain calm and respectful during challenging situations;
- provide predictable routines and structures;
- celebrate success and positive contributions;
- support children to repair harm;
- work collaboratively with families;
- explicitly teach emotional literacy and self-regulation using the Zones of Regulation framework;
- use Zones of Regulation language consistently across the school day;
- support children to identify, understand and communicate emotions;
- teach and model regulation strategies;
- proactively support children before behaviour escalates;
- ensure their classroom contains a well-maintained Regulation Station;
- regularly teach children how and when to use Regulation Stations appropriately.

Adults recognise that emotional regulation is a skill that must be explicitly taught, practiced and revisited.

## Recognising Positive Behaviour

Positive behaviour is actively noticed, valued and celebrated.

Recognition may include:

- verbal praise;
- positive feedback;
- sharing achievements with senior leaders;
- celebration assemblies;
- Learning Hero awards;
- postcards home;
- phone calls home;
- newsletter recognition;
- class rewards such as marble jars;
- leadership roles and responsibilities.

Recognition is intended to strengthen children's sense of belonging, success and contribution. Rewards should be given and not taken away; for example, marbles awarded cannot subsequently be removed from the jar.

## Inclusion, SEND and Equality

Fairlawn Primary School recognises that some children require additional support to meet behavioural expectations. Behaviour may sometimes be influenced by:

- SEND;
- autism;
- ADHD;

- speech, language and communication needs;
- social, emotional and mental health needs;
- attachment difficulties;
- trauma;
- adverse childhood experiences;
- medical needs;
- bereavement and family circumstances.

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments where appropriate.

Children with SEND remain subject to the school's expectations; however, staff will consider individual circumstances, identified needs and barriers when determining appropriate support, responses and consequences.

## Behaviour and Safeguarding

We recognise that changes in behaviour can sometimes indicate that a child may be experiencing:

- abuse;
- neglect;
- exploitation;
- emotional distress;
- mental health difficulties;
- unmet needs.

Staff will consider safeguarding concerns when responding to behaviour and will follow safeguarding procedures where concerns arise.

Behaviour information may form part of wider safeguarding assessments, early help planning and multi-agency support.

## Children's Participation

Children's voices are central to our behaviour culture. Children will be supported to:

- contribute to class charters;
- participate in restorative conversations;
- express their views about behaviour and relationships;
- contribute to behaviour support plans;
- identify solutions;
- reflect on actions and outcomes;
- help shape a positive school culture.

## Teaching Emotional Regulation

At Fairlawn Primary School we believe emotional regulation is a skill that can be taught, practised and strengthened over time.

All classes will explicitly teach emotional literacy and self-regulation through the Zones of Regulation framework.

Children will be supported to:

- identify and name emotions;
- recognise physical signs associated with emotions;
- understand that all emotions are valid;
- understand how feelings influence behaviour;
- identify triggers;
- develop regulation strategies;
- seek help appropriately;
- increase independence in self-regulation.

Opportunities for regulation teaching will be embedded throughout the curriculum and school day. The Zones of Regulation will be displayed in class. The Zones of Regulation are used as a teaching framework and do not replace individual assessment of emotional needs.

## Regulation Stations

Every classroom will maintain a designated Regulation Station as part of universal classroom provision.

A Regulation Station is a supportive space that enables children to develop emotional awareness and independently access regulation strategies before behaviour escalates.

Regulation Stations are not a sanction, punishment or exclusion from learning.

Regulation Stations will contain age-appropriate resources such as:

- Zones of Regulation visuals;
- feelings vocabulary;
- emotional check-in resources;
- breathing exercises;
- mindfulness prompts;
- regulation strategy cards;
- sensory resources;
- reflection tools.

Staff will explicitly teach children how and when to use the Regulation Station and support them to become increasingly independent in selecting appropriate regulation strategies.

## Responding to Behaviour Requiring Support

Most behaviour can be addressed through positive relationships, reminders and redirection.

**Step 1: Connect**

- establish calm;
- check understanding;
- support regulation.

**Step 2: Remind**

- refer to values;
- reinforce expectations.

**Step 3: Restore**

- support reflection;
- identify solutions;
- repair harm.

**Step 4: Reflect**

- use Reflection Zone at morning play when additional support is required.
- Children can spend time off the playground at lunchtime to reflect if needed.

Following a reflection, the member of staff who made the referral will have a restorative conversation with them to support a positive return to learning and successful reintegration into the classroom or onto the playground.Responses and consequences will always be proportionate, respectful and focused on learning rather than punishment.

## Reflection and Repair

Reflection Zone provides a safe space for children to:

- regulate emotions;
- reflect on events;
- understand impact;
- repair relationships;
- identify future strategies.

Reflection may be used when:

- a child requires support to regulate;
- reminders have not secured a return to learning;
- harm has occurred;
- a serious incident requires reflection;
- additional support is needed to prevent escalation.

Reflection is not intended to shame or punish children. Its purpose is learning, accountability and restoration. Time spent in Reflection Zone will be proportionate, supervised and focused on regulation, reflection and restoration. Children will return to learning and social opportunities as soon as they are ready.
Parents will be informed if their child attends three reflection sessions within a half-term.

## Restorative Conversations

Adults may use questions such as:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?
- How have they been affected?
- What do you need to do to put things right?
- How can we help you to put things right?
- What will you do differently next time?

## Additional Support

Where children require ongoing support, interventions may include:

- Individual Behaviour Support Plans;
- mentoring;
- home-school communication;
- pastoral interventions;
- Emotional Literacy Support Assistant (ELSA) support;
- social skills groups;
- adapted timetables;
- increased adult support;
- educational psychology involvement;
- outreach services;
- multi-agency working.

## Behaviour Support Plans

Where children require targeted support, an Individual Behaviour Support Plan may be developed collaboratively with the child, parents/carers and school staff.

Plans will include:

- child voice;
- strengths and interests;
- identified needs;
- behaviour as communication;
- triggers;
- early warning signs;
- preventative strategies;

- agreed adult responses;
- regulation strategies;
- restorative approaches;
- measurable targets;
- a risk assessment if needed;
- review arrangements.

Plans will be reviewed regularly with families and adapted as needs change.

## Bullying

Fairlawn Primary School does not tolerate bullying in any form.
Bullying is behaviour that is repeated, intentional and causes physical or emotional harm.

All allegations of bullying, including discriminatory, racist, homophobic, transphobic, disability-related and online bullying, will be investigated promptly and addressed appropriately.

Further guidance can be found within the school's Anti-Bullying Policy.

## Behaviour Records

Serious incidents, bullying incidents and physical interventions will be recorded on MyConcern.

Parents will be informed of significant incidents and involved in planning support where appropriate.

Behaviour data will be reviewed regularly to identify patterns and evaluate provision.

## Behaviour Beyond the School Site

The school may respond to behaviour occurring beyond the school site where there is a clear connection to the school community.

This may include:

- journeys to and from school;
- educational visits;
- sporting events arranged by the school;
- online activity.

## Positive Handling

The school is committed to avoiding physical intervention wherever possible.

Reasonable force may only be used where necessary to:

- prevent injury either to the child or another individual;

- prevent serious damage to property;
- prevent serious disorder;
- maintain safety.

Any use of physical intervention will be lawful, proportionate, necessary and recorded. Parents will be informed on the same day.

## Searching and Confiscation

The school may search pupils and confiscate prohibited items where this is lawful, reasonable and necessary to maintain safety and wellbeing. Any searches will be conducted in accordance with Department for Education guidance and with due regard for safeguarding, privacy and the age of the child. Parents will be informed where appropriate.

## Suspensions and Permanent Exclusion

Suspension or permanent exclusion will only be used where legally appropriate and where reasonable support strategies have been considered, unless the seriousness of an incident requires an immediate response.

Following any suspension, a reintegration meeting will be held and a support plan agreed.

The Headteacher will consider:

- individual circumstances;
- safeguarding;
- SEND;
- disability;
- proportionality;
- the safety and welfare of others.

## Monitoring and Review

The Governing Body will monitor:

- behaviour data;
- suspensions and permanent exclusions;
- attendance;
- bullying incidents;
- safeguarding information;
- SEND outcomes;
- inclusion measures.

The Senior Leadership Team will monitor:

- implementation of relational practice;
- use of restorative approaches;
- consistency of behaviour expectations;
- quality and use of Regulation Stations;
- delivery of Zones of Regulation teaching;

- effectiveness of support plans;
- outcomes for children requiring additional behavioural support.

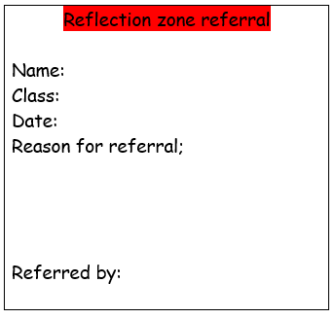
This policy will be reviewed annually or sooner if legislation or guidance changes.

**Date Approved:** September 2026

**Review Date:** September 2027

**Reviewed By:** Emily Bruggy and Hania Ryans

**Appendix 1**: reflection zone forms


Reflection zone referral

Name:
Class:
Date:
Reason for referral;

Referred by:

Think again sheet- Key Stage 1

| First... | Next... | I was feeling... |
|---|---|---|
| | | |
| I could make things better by... | Next time.... | The value I think I need to work on is ... |
| | | |

Our core values are; friendship, responsibility and empathy. Our rules are; ready, respectful and safe.

Think again sheet- Key Stage 2

| When did this happen? Where were you? | What was unexpected about your behaviour? Which school rule did you break? Ready, respectful or safe? | How were you feeling at the time? What were you thinking? What zone were you in? |
|---|---|---|
| | | |

| | | |
|---|---|---|
| | | |
| Did your behaviour affect another person? How do you think they were feeling? What zone were they in? | How can you make things better? What would you do differently next time? | What value do you think you need to work on? How will you do this? Friendship Responsibility Empathy |
| | | |

**Appendix 2**: Fairlawn Script

I've noticed that you're having difficulty being ready/respectful/safe
Do you remember last week when...?
That is the child I expect to see today...
Thank you for listening.

**Appendix 3**: Non-negotiables- relentless routines

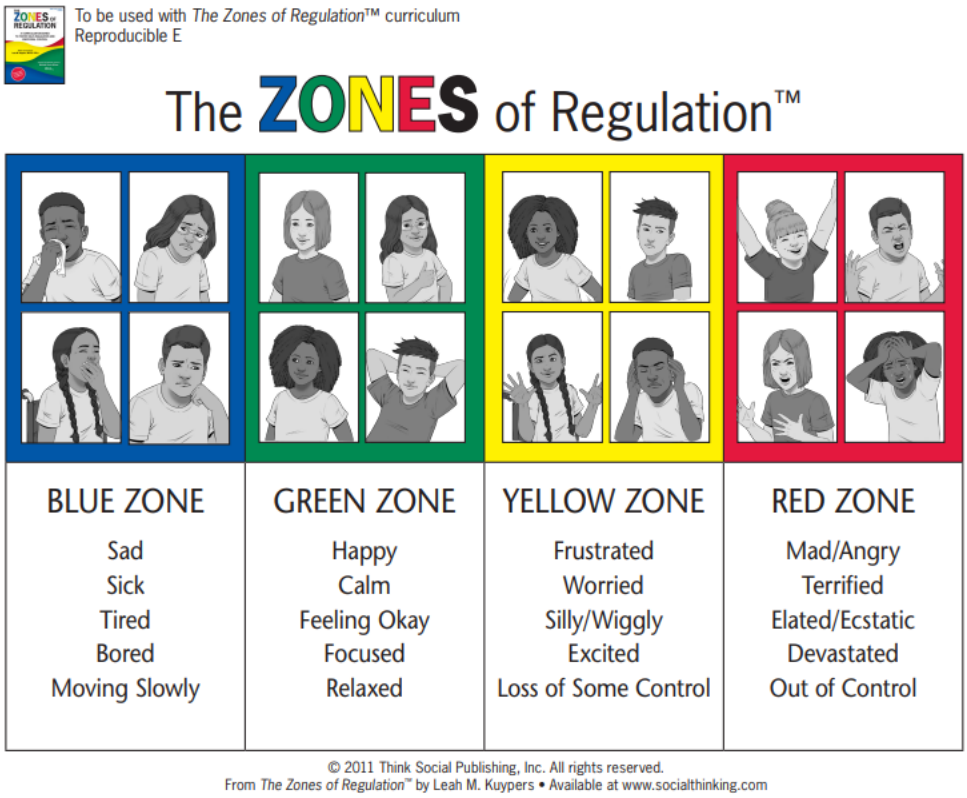
| | Action |
|---|---|
| Pre-school duty 08:40 | SLT/office staff to stand by the gate.<br>No ball games.<br>Children walk straight to their class<br>Teachers meet and greet in the class. |
| Transitions | Outdoor voices off -children to be quiet<br>Children to respect the displays around school.<br>Adults and Children to notice rubbish/belongings on the ground and pick them up<br>**Walk** around the school in single file.<br>Enter and leave assembly quietly (singing or silent). |
| Manners | Hold doors open for each other.<br>Say 'please' and 'thank you' and greet each other.<br>At 1:15, learning has started in KS1 so KS2 need to be mindful and walk inside in a quiet manner. |
| Stairs | To the left- single file. |

| | |
|---|---|
| | No sliding on the bannister - use one hand only. |
| Clothing | Footwear- no flip flops and sliders.<br>PE Kit worn to school on PE days EYFS - Year 6.<br>Jewellery – only stud earrings, no necklaces or bracelets<br>Label clothes so they can be returned if mislaid.<br>Remove hats inside |
| Lunchtimes | Packed lunch rubbish to go home - SLT to help to supervise.<br>Adults and children to notice rubbish and belongings on the ground and to pick them up<br>Children should not enter empty classrooms at playtimes except to return packed lunches to trolleys.<br>Don't play in the toilets<br>Keep the reading area tidy<br>Children to walk to lines when whistle is blown for lunches.<br>**Walk** to the dining hall.<br>Help with tidy up time |
| End of play behaviour/lining up<br>10:30-10:45 | 1st bell stop and 2nd bell children to walk to their line.<br>Teacher to ensure that they have all their class.<br>Create a line order as this avoids crowds and is an easy way to check your class.<br>Children to walk up the slope in single file and keep the line together.<br>Staff to ensure they see their classes all the way down to play and that they are prompt with timings.<br>Children should try to visit the toilet during playtime. |
| Duties | Staff to ensure they organise cover for their duty when on a trip or course.<br>Time keeping – please collect children from the playground on time.<br>Adult on duty needs to ensure all classes have been collected before leaving the playground. |

**Appendix 4**: Restorative language

What happened?
What were you thinking at the time?
What have you thought since?
How did this make people feel?
Who has been affected?
How have they been affected?
What should we do to put things right?
How can we do things differently in the future?

**Appendix 5:** Validating Emotions




https://zonesofregulation.com/wp-content/uploads/2023/03/english_reproducible_e_2021.pdf

**Appendix 6: Behaviour Support Plan**

| **Behaviour Support Plan** | | | |
|---|---|---|---|
| **Child's name** | | **Class** | |
| **Class teacher** | | **Start Date** | |
| **Child's Voice** | | | |
| **What helps me feel successful in school?** | | | |
| | | | |
| **What helps me when I am upset, worried or angry?** | | | |
| | | | |
| **What are my strengths?** | | | |
| | | | |
| **What would I like adults to know about me?** | | | |
| | | | |

| | |
|---|---|
| | |
| **Strengths and Protective Factors**<br>Please identify strengths, interests and positive relationships. | |
| ☐ Art<br>☐ Sport<br>☐ Computing<br>☐ Reading<br>☐ Music<br>☐ Outdoor Learning | ☐ Helping Others<br>☐ Leadership Responsibilities<br>☐ Other<br>Details:<br>_____<br>_____ |
| **Positive Relationships** | |
| **Interests and Motivators** | |
| **Strengths** | |
| **Areas of Need** | |
| ☐ Communication and Interaction<br>☐ Cognition and Learning<br>☐ Social, Emotional and Mental Health<br>☐ Sensory and/or Physical Needs<br>☐ Emotional Regulation<br>☐ Anxiety<br>☐ Attachment and Relationships | ☐ Trauma or Adverse Childhood Experiences<br>☐ Medical Needs<br>☐ Other<br>Details:<br>_____<br>_____ |
| **Behaviour as Communication** | |
| ☐ Calling Out<br>☐ Refusing Learning<br>☐ Leaving Seat<br>☐ Conflict with Peers<br>☐ Physical Responses<br>☐ Verbal Outbursts<br>☐ Running Away | ☐ Withdrawal<br>☐ Anxiety Responses<br>☐ Other<br>Details:<br>_____<br>_____ |
| **Possible Underlying Need**<br>What might the behaviour be communicating? | |
| **Triggers** | |
| ☐ Transitions<br>☐ Unstructured Times<br>☐ Changes to Routine<br>☐ Conflict with Peers | ☐ Sensory Difficulties<br>☐ Anxiety<br>☐ Other<br>Details: |

| | |
|---|---|
| ☐ Academic Demands<br>☐ Noise<br>☐ Crowds<br>☐ Waiting | _____<br>_____<br>_____<br>_____ |
| **Early Warning Signs**<br>The child may: | |
| ☐ Become Quiet<br>☐ Withdraw<br>☐ Fidget<br>☐ Raise Voice<br>☐ Refuse Requests<br>☐ Become Tearful<br>☐ Avoid Learning<br>☐ Seek Adult Attention | ☐ Argue with Others<br>☐ Move Around More Frequently<br>☐ Other<br>Details:<br>_____<br>_____<br>_____<br>_____ |
| **Regulation Support** | **Zone Commonly Observed**<br>☐ Blue Zone<br>☐ Green Zone<br>☐ Yellow Zone<br>☐ Red Zone |
| **Successful Regulation Strategies** | |
| ☐ Regulation Station<br>☐ Calm Breathing<br>☐ Movement Break<br>☐ Time with Trusted Adult<br>☐ Sensory Resources<br>☐ Mindfulness Activity<br>☐ Water Break<br>☐ Walk and Talk | ☐ Visual Timetable<br>☐ Now and Next Board<br>☐ Other<br>Details:<br>_____<br>_____<br>_____<br>_____ |
| **Preventative Strategies**<br>Adults will: | |
| ☐ Meet and Greet Daily<br>☐ Daily Check-In<br>☐ Positive Reinforcement<br>☐ Visual Supports<br>☐ Preparation for Transitions<br>☐ Flexible Seating<br>☐ Sensory Support<br>☐ Adapted Tasks<br>☐ Regular Praise | ☐ Movement Breaks<br>☐ Regulation Station Access<br>☐ Restorative Conversations<br>☐ Home-School Communication<br>Specific Strategies:<br>_____<br>_____<br>_____<br>_____ |
| **Agreed Adult Responses**<br>When the child begins to struggle, adults will: | 1. Remain calm and regulated.<br>2. Use a quiet and respectful tone.<br>3. Acknowledge feelings.<br>4. Reduce audience where possible.<br>5. Offer choices. |

<table>
<tr><td colspan="2"></td><td colspan="2">6. Support use of the Regulation Station.<br>7. Encourage regulation strategies.<br>8. Use restorative conversations when calm.<br>9. Maintain high expectations with appropriate support.<br>Specific agreed responses:<br>_____<br>_____<br>_____</td></tr>
<tr><td colspan="2">Reflection and Repair<br>When incidents occur, adults will support the child to:</td><td colspan="2">☐ Understand what happened.<br>☐ Identify feelings.<br>☐ Reflect on the impact on others.<br>☐ Repair relationships.<br>☐ Restore learning.<br>☐ Develop future strategies.<br>Comments:<br>_____<br>_____<br>_____</td></tr>
<tr><td>Agreed Target</td><td></td><td>Success criteria</td><td></td></tr>
<tr><td colspan="4">Signatures</td></tr>
<tr><td colspan="4">Child:<br>Parent:<br>Class teacher:<br>SLT:</td></tr>
<tr><td colspan="4">Review and next steps<br><br><br><br>Date:</td></tr>
</table>

**Appendix 7: ELSA referral**

| **Date** | | **Name of pupil** | | **Class Teacher** | |
|---|---|---|---|---|---|

| | |
|---|---|
| **Reason for concern**<br>*(Anything at all that is relevant to why you believe there may be a problem)* | |

| | |
|---|---|
| **Parental concerns**<br>*(Have the parents expressed any concerns)* | |

| | |
|---|---|
| **Suggested targets to work on**<br>*(What do you believe might help the pupil)* | |

| | |
|---|---|
| **Any measures you have tried or are planning to try in class? Would you like advice?** | |

| **Impact on learning behaviour** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|---|---|---|---|---|---|---|---|---|---|---|
| Please circle | A little → A lot | | | | | | | | | |

| **Urgency** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|---|---|---|---|---|---|---|---|---|---|---|
| Please circle | Not urgent → Very urgent | | | | | | | | | |