

# BEHAVIOUR AND RELATIONSHIPS POLICY



**Approved by: Cheryl Brake**

**Last reviewed on: September 2025**

**Next review due by: 16<sup>th</sup> September 2026**

## **Introduction**

At Victoria Road, we believe that every individual has the right to learn and no individual has the right to disrupt the learning of others.

For children to gain the most from their time at Victoria Road Primary School, they need to feel comfortable and secure. This policy clearly describes the framework for this to happen and sets out expectations for everyone within the school.

The focus of all behaviour interventions is on creating a positive learning environment, modelling positive learning behaviours and making these explicit to all stakeholders.

The staff manage behaviour using relationship-based approaches. To learn the story behind the behaviour, most staff have completed Trauma-Informed training. As part of their PSHE lessons, children explore the reasons behind their behaviour, why certain behaviours happen and develop techniques to help them overcome and control reactions. The Jigsaw programme is a spirals, progressive, and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. This whole school collective approach helps to create a nurturing environment for all children to be safe, happy and thrive.

*Kind words are short and easy to speak but their echoes are endless - Mother Theresa.*

At Victoria Road, we know that developing and sustaining positive relationships is central to the success of our schools. We believe that trusting, honest, and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

Everyone at Victoria Road understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need. All staff have been trained in ways to be in relationship with children, and each other, that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour.

## **Expectations**

Our 3 school rules will be displayed throughout the school. Our rules are:

**Be ready**  
**Be respectful**  
**Be safe**

## **Roles and Responsibilities**

Every adult that works within Victoria Road, whether employed or voluntary is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour. Staff believe that the process of promoting self-esteem and positive learning behaviour begins with the educator. It is therefore crucial that the educator is always professional and thoroughly informed about the group of children that they are leading.

Requirements for Effective Teaching		
Effective Teacher Expectations	Key Characteristics	Tools
Create 'A can do' culture	Warm, predictable, consistent, knowledgeable, empathetic, organised, prepared, build positive relationships	IPM's/IEP's, behaviour plans, learning walls, PECs, Cued articulation, Makaton, models and images, emotional logic strategies, small step feedback
Communication	Clear Instructions: Where children have to be at any given moment What children should be doing How children can gain support or guidance When children are to change tasks and how to make a successful transition	IPM's/ IEP's, learning walls, PECs, Cued articulation, Makaton, models and images, Autistic friendly, personalisation plans, blank levels, communication friendly spaces
Class Plan	Clear expectations Clear incentives Clear rewards Clear consequences	3 school rules-RRS, Class Dojo Privilege cards/out of this world Personalised rewards as agreed on IEPs/ IPMs
Differentiated and Personalised Curriculum	Differentiated tasks and objectives, personalised to learning style and interests	IPMs/IEP's Personalised plans / Behaviour Plans

When teachers adhere to the requirements for effective teaching, it is anticipated that children will respond positively to this and be on task and absorbed in the learning and thus demonstrating Positive Learning Behaviours.

This policy is intended to ensure consistency across the school in terms of expectations of behaviour and behaviour management. We believe that all children, staff and parents have a role to play in ensuring that our aims are met. It is expected that all children, staff and parents will behave in a polite, kind, courteous and respectful manner at all times. All staff and parents will help the children to take responsibility for their own actions, within a clear framework, and help to develop the children's understanding of the effect of their actions on others.

### **Expectations for Adults Interacting with Children**

Do	Don't
Always look for examples of Positive Learning Behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child's <i>behaviour</i>	Say the child <i>as a person</i> is at fault
Always remember that all children have feelings	Use sarcasm, ever
Listen in a calm way and make time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Speak calmly at all times; a calm manner encourages a calm response	Shout (unless absolutely necessary) or over-react
Ensure they can maintain self-respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts

Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
As adults treat each other with consideration and respect	Exhibit behaviour which we want to discourage in the children
Reprimand in private whenever possible	Humiliate a child in front of a group
Share concerns with a colleague and ask for help and advice	Bottle up worries
Ensure that there is a happy ending	Talk about children in front of them

We expect high standards of Behaviour and Attitudes from the children and this policy outlines what we expect from our pupils.

- High expectations for learners' behaviour and conduct and that these expectations are applied consistently and fairly reflecting in the learners' behaviour and conduct. Pupils learn to be self-disciplined and therefore there are less incidences of low-level disruption
- Learners' attitudes to their education is positive and they are committed to their learning and take pride in their achievements
- Learners have good attendance and are punctual for school
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively

#### **What to praise:**

- Effort and/or Achievement (against the learning objective or personal goal) and Progress
- Improvement in work or behaviour
- Outstanding work or effort
- Consistency of work
- Positive attitude
- Particular helpfulness or consideration for others
- Adapting to challenges and overcoming personal barriers to learning – learning from mistakes
- Positively impacting on others
- Praise related to our school rules.

#### **How to praise:**

- A word of encouragement
- A written comment on a piece of work
- Display on the class 'Proud wall'
- Showing work to another teacher, SLT member (as well as parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers or postcard home
- Writing to parents including comments on annual reports
- Being given a special responsibility
- Sharing achievement with the class or assembly or via the website
- Class Dojos given
- Praise postcards
- Prize awards (attendance rewards)

#### **What is acceptable / not acceptable?**

Within the school there is a positive approach to discipline. We expect the children to make good choices on a daily basis and we are pleased that the majority of the children do choose to do this day in and day out. We try to ensure that these children are recognised for their good behaviour e.g. being helpful, being kind, listening carefully, not shouting out, showing good manners, trying their best etc.



We use a reward system called "It's good to be green", consisting of red, amber and green cards. When children make good choices their card on the chart stays green. A child can be awarded a "Privilege" card for anything outstanding linked to behaviour or their learning.

All staff will:

- Use the behaviour and relationships policy consistently.
- Use the signal of hands up- 3,2,1 looking as a "stop"
- Expect good listening at all times e.g. children looking and tracking the adult
- Expect good lining up at all times e.g. children looking, standing still
- Make sure the children move around the school quietly. With our long corridors, it's necessary to wait and gather the children together before moving off around a corner
- Monitor the children's behaviour in the "public" places and check that it is safe and calm
- Ensure there is a clear end of play / lunchtime routine. Bell is rung, children line up and stand quietly and are taken in promptly by teacher.

### Sanctions

We aim to use positive strategies to maintain high standards of behaviour within the school but, on occasions, sanctions may be necessary. We also recognise that some SEND children may need a modified approach to their behaviour management.

Stage 1	Verbal reminder given to the child for them to reflect and correct their behaviour on their own.
Stage 2	Stop and Think card will be issued for low level disruption or minor behaviour difficulties.
Stage 3	A Warning card will be issued if poor choice behaviour continues or the disruption is more serious.
Stage 4	A Red card will be issued and a consequence given, appropriate to the situation. This might be missing some playtime, a reflection with a senior leader or missing a club. If a child is issued with a red card, they will be provided time to spend with a member of SLT to complete a restorative conversation to support reflection on behaviour.
Stage 5	For more serious behaviour, an internal seclusion may be organised where a child has to learn away from their peers.
Stage 6	Significant risk behaviour or significant harm to self or others may result in a fixed term suspension. More details about suspension and exclusion can be found in our Exclusion Policy. These sanctions are not used lightly. Parents/ Carers and child will attend a reintegration meeting with SLT before the child returns to school, to support building a personalised plan for successful behaviour.

Behaviour plans and / or consultation with external agencies may be used where children are repeatedly disrupting their own or others' learning and / or causing harm to self or others.

Victoria Road Primary is an inclusive school. In rare circumstances, a risk assessment may be undertaken before taking a child offsite.

## **Bullying**

Bullying in any form, by anyone, will not be tolerated at Victoria Road Primary School. (Please see our separate Anti-Bullying Policy for further information)

### **Child Friendly Definition of Bullying**

STOP – Several Times On Purpose. This definition is shared with children at Victoria Road Primary and Nursery School to allow all children to understand what is meant by bullying.

STOP – can also be used for Start Telling Other People as a way of a child understanding that their voice will be heard and actioned.

Victoria Road takes part in Anti-Bullying week every year which reinforces awareness of the issue of bullying, holding special assemblies to reinforce the fact to pupils that Victoria Road is a telling school and if children are bullied they must tell someone.

### **Trauma Informed Approach**

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

#### **Protect**

Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement.

#### **Relate**

At Victoria Road, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness.

#### **Regulate**

We know that one of the most powerful ways to support children to self-regulate is to talk to children and help them to talk about what is bothering them. At Victoria Road, we are committed to doing this through the relationships we have with children and each other.

#### **Reflect**

At Victoria Road, we believe that children and adults need to be able to reflect on their feelings to fully understand them and their behaviour. Such reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non- judgemental support. We recognise this as being 'connection before correction' (Dan Hughes 2017).

### **Restorative Approaches-Reflection**

It is fundamental that those staff who are dealing with challenging behaviour are using restorative approaches, which seek to build rather than break relationships.

Where possible, this should include:

- Staff supporting pupils to reflect on incidents and understand the impact their behaviour may have had upon feelings, relationships and safety and learning
- Pupils are given opportunities to apologise and 'make right' what has happened, according to the particular situation which has occurred.

- More formal approaches to ensuring the voices of all parties are heard and understood and agreement is reached about how to move forwards together

Most importantly that a pupil is given a “fresh start” after sanctions have been applied and that it is clear that the pupil is beginning again and should be treated as such by others.

We use the acronym **WARM** for the restorative/reflective prompts in discussions with children.

<b>W-what happened?</b>	What happened? What were you thinking at the time? What do you think now about what has happened?
<b>A-affect</b>	Who was affected by what happened? How were they affected?
<b>R-repair</b>	What do you need to do to repair things? How will this help to put things right?
<b>M-move forward</b>	How can we make sure that this doesn't happen again? Do you need help with this?

### **Pupils with SEND**

The Positive Behaviour policy at Victoria Road Primary School applies to all children and this applies to pupils with SEN or a disability whilst ensuring a whole school approach is applied to include all pupils regardless of need. The SEND team, senior leaders and other members of staff work closely with the pupil, their parent/carer and the class teacher to make sure that reasonable adjustments (under the Equality Act 2010 and the Children and Families Act 2014) and support are put into place to ensure all pupils can thrive both in and out of the classroom. Some children who need additional support and/or adaptations to help them follow the school behaviour policy will have a Behaviour Support Plan which is available for all staff to read. The school will make reasonable adjustments to support these children but the guidelines in this policy will be applied to all children. When transferring to secondary school, enhanced transition meetings are arranged between Victoria Road and the ongoing secondary school for any child who may have specific additional needs around behaviour.

### **Online Behaviour and Mobile Phones**

Online behaviour (in and out of school time) will be taken seriously and we will contact parents to make them aware of any inappropriate online behaviour we become aware of. We ask that parents are vigilant in checking any mobile devices children have at home. Any behaviour events outside of school will be recorded on CPOMS and shared with SLT.

Children are not allowed to bring smartphones to school unless they have prior permission as they are moving from one home to another that evening. In this case, the phone will be kept in the school office during the day. If parents wish children to have a non-smartphone once children are walking to /from school, these phones can also be kept in the school office during the day. No other phones should be on school premises and will be confiscated if found.

### **Restrictive Physical Intervention**

Please see the LAT (Learning Academies Trust) Restrictive Physical Intervention Policy for further details. MAPA trained staff will follow the CPI Crisis Development Model. This focuses on an integrated experience between children and school staff. The ultimate aim is to de-escalate the situation and achieve Tension Reduction where the pupils are behaving emotionally and physically in a more settled calm way. Therapeutic Rapport then re-establishes the relationship between the child and the adults within the school. Consequences can be issued following behaviour that has led to Crisis Development but this will be at a separate time to any severe behavioural situation.

## **Searching and Confiscation**

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. At Victoria Road, the Headteacher or members of the SLT team are authorised to carry out a search. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed below. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items.

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 to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images.

## **Responsible Adults**

Whilst all adults within the school are responsible for following and modelling positive behaviour at all times, there are key individuals who have overall responsibility for behaviour.

Cheryl Brake – Headteacher and DDSL  
Sarah-Jayne Collins – Assistant Headteacher and DSL  
Holly Lewis – Children & Family Support Worker

The HT will have overall responsibility for ensuring this policy is accurate and adhered to across the school.

## **Monitoring Behaviour**

Information from the reflection sheets, CPOMS and bullying records are collected by SLT. This information is analysed to look for specific patterns of behaviour for individual children. If patterns of behaviour are observed this is discussed by SLT staff in order to gauge what support can be offered or if other professionals need to become involved.

**Reviewed September 2025**

## **Appendix – Searching and Confiscation**

### **Before the search**

The headteacher or authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If the pupil still refuses to cooperate:

- You may sanction them in line with our behaviour policy
- If the search isn't deemed as being needed urgently, further advice from the headteacher, DSL or pastoral member of staff will be sought. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. Note: you can only use reasonable force can only be used to search for prohibited items but not other items banned in your school

### **During the search**

An appropriate location for the search will be found which is away from other pupils. The member of staff conducting will be of the same sex as the pupil being searched.

### **Searching a pupil's clothes**

Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next

to the skin or over underwear. Outer clothing also includes: gloves, scarves, shoes. You cannot ask pupils to take off any further items of clothing.

Staff will be sensitive to whether a pupil is wearing outer clothing for religious reasons when conducting a search.

### **Searching a pupil's possessions**

Authorised staff can search desks and bags in the presence of the pupil and another member of staff.

What staff can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

### **Searching and confiscating electronic devices**

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. You should reasonably suspect that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

### **After the search**

Depending on the outcome of the search a decision will be made by the SLT staff member in consultation with the Headteacher and in line with the school behaviour policy of any consequence. Further follow up actions including steps to address safeguarding concerns along with support will also be discussed and actioned.

An SLT member of staff will inform the parents about the search,

outcome and any further action.

A record of a search will be added to cpoms and include :

- which pupil was searched;
- the date, time and location of the search;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search