Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

Positive Behaviour & Relationship Policy
Earlham Primary School

Approved by: Earlham Primary School Local School Committee **Date:** November 2026

Last reviewed on: September 2026

Next review date: September 2027

Why are we doing this?

Earlham Primary School's Positive *Behaviour & Relationship Policy* aims to promote alongside our BEAR values:

- an environment where everyone in our school community feels happy, secure, safe to learn and respected.
- We aim to actively promote high self esteem and high aspirations for all children, through an ethos that values every child.
- We use behaviour discussions as a learning opportunity to support children to manage their emotions and feelings and to reflect on their own behaviour and actions.
- We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.
- We believe that behaviour is communication and it is our role to understand the underlying root of behaviour.
- Ensure a consistent and trauma informed approach for managing behaviour; ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any actions personally; to promote the use of restorative approaches in place of sanctions
- promote pupils' self-esteem by providing safe and trusting relationships, use of specific praise and when deemed necessary for the child, use of an effective system of rewards and praising effort in both learning and behaviour
- ensure our pupils feel safe and regulated so they can be polite, happy and considerate of others' feelings
- encourage our pupils to respect their own and others' property
- foster good citizenship and self-discipline through the explicit teaching of and coregulation of emotions, and accessibility to a calm space to regulate
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits

How will we achieve this?

Proactive Approaches

The school takes a proactive approach to behaviour and relationships, recognising that positive relationships are fundamental to pupils' wellbeing, engagement and readiness to learn.

Our approach is underpinned by the EMR model of relationship building: **Establish, Maintain, Restore**.

- **Establish**: Staff prioritise building positive, respectful and trusting relationships with pupils from the outset. This includes getting to know pupils as individuals, understanding their needs and strengths, setting clear expectations and creating a sense of belonging.
- **Maintain**: Staff consistently nurture and strengthen relationships through positive interactions, active listening, encouragement, recognition and predictable, supportive boundaries.
- **Restore**: Where relationships have been affected by conflict, challenging behaviour or misunderstanding, staff use restorative approaches to repair relationships, reflect on what has happened and support pupils to move forward positively.

- Staff aim to maintain a 5:1 ratio of positive praise to corrective interactions, ensuring that pupils receive significantly more recognition for positive behaviour than correction for behaviours that do not meet expectations.
- Positive praise is specific, genuine and timely, recognising pupils' effort, progress, positive choices and contribution to the school community.
- Corrective interactions are delivered calmly, respectfully and proportionately, with the focus on teaching and reinforcing expected behaviours rather than simply responding to unwanted behaviour.
- Daily wellbeing check-ins take place every morning, providing staff with an opportunity to identify how pupils are feeling, notice any emerging concerns and offer appropriate support at the earliest opportunity.
- Wellbeing check-ins help staff to build relationships, identify barriers to learning and respond proactively to pupils who may need additional emotional or pastoral support.
- Staff use information from wellbeing check-ins, alongside their knowledge of pupils and ongoing observations, to inform early intervention and appropriate support.

Through this approach, the school aims to create an environment where pupils feel known, valued, safe and supported, while developing the skills and understanding needed to manage their behaviour and relationships successfully.

<u>Early Interventions:</u>

The school places a strong emphasis on early intervention, recognising that identifying and responding to emerging behavioural, emotional and social needs at the earliest opportunity can prevent difficulties from escalating.

- Weekly whole-class THRIVE sessions are delivered to explicitly teach and develop pupils' understanding of emotions, relationships, self-regulation, social skills and positive behaviour.
- Hamish and Milo are used as additional support tools for individual pupils across the school, providing targeted opportunities to develop emotional understanding, communication, self-regulation and social interaction.
- The school uses principles from the SCERTS framework to support pupils' social communication, emotional regulation and development of functional communication skills.
- Where concerns are identified, staff work collaboratively with pupils, families and relevant professionals to understand needs and put appropriate support in place.
- Early intervention is reviewed termly to ensure that support remains appropriate, effective and responsive to the changing needs of each pupil.

Responsive Approaches

- We are committed to supporting children with:

1. **Regulation**: we support a child to regulate via physical and sensory stimulation
2. **Relationships**: we support a child through our secure and trusting relationships
3. **Reflection**: we support a child to make sense of their behaviour through exploration once they are in a regulated state using the principles of Restorative Justice and PACE
4. **Repairing:** we support a child to make amends via Restorative Actions

We will use:

- **PACE**: Playfulness, Acceptance, Curiosity and Empathy



- **Social Engagement**: Use of facial expression, tone and volume of voice (prosody) body language and gesture, physical proximity.
- **Affect Attunement**: Meeting the energy and intensity of the child without the emotion to be with them in their feelings

Behaviours to be aware of:

Externalised behaviours: those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries
Internalised behaviours: those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak

Approaches and Practice:

Key concepts:

- for children to display behaviour for learning they must be regulated (Owl vs guard dog) (see below)





These posters are to be used with a child once they are regulated, in a calm, non - threatening, private conversation. It must be done in a non-shaming manner and using PACE.
All adults will hold an effective restorative conversation with a child once a child has been involved in an incident or has had to make use of the Calm area. This is to ensure relationships are prioritised and restored. The following questions are helpful for this:

The Restorative Five

1. I'd really like to understand. Can you tell me what happened?
2. I wonder what you were thinking or feeling at the time
3. What have you thought or felt since?
4. Who else has been affected? I wonder how they might be thinking or feeling?
5. Let's think of something you can do to make this better

Delivering sanctions with dignity

Behaviour management begins at classroom level with a positive and proactive approach.

For many children a gentle reminder of the expectations, or nudge in the right direction is all that is needed.

This could include:

- redirection
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- peer led approaches – changing groupings, encouraging positive pairings

Additionally

- adults do not use relational withdrawal (being cold and distant) to show disapproval.
- adults do not insist on eye contact
- adults are not drawn into and/or respond to any secondary behaviour.
- *Low level inappropriate behaviour* that has been dealt with during playtime or lunchtime does not require communication to the class teacher.
- additional adults only intervene in an incident unless specifically requested to by the adult dealing with it
- a child does not need to be reminded of their past 'bad' behaviour as a motivator e.g. 'Let's not have a repeat of yesterday'
- Adults recognise that children may sometimes smile / laugh when they feel embarrassed and / or uncomfortable.

Language around behaviour

Trauma-informed language needs to be used consistently as it will lead to compassion and empathy instead of blame and damaged relationships between adults and children.

unacceptable behaviour	→	understandable behaviour
tantrum/kicked off	→	anxiety meltdown / overwhelmed
attention seeking	→	attachment/ validation seeking
distracted/disruptive/fidgety	→	in flight mode
avoidant/refusing	→	in flight mode
disengaged	→	in freeze mode
defiant/challenging	→	in fight mode
aggressive	→	frightened
withdrawn	→	cautious
rude	→	self protecting

Our Behaviour System:

We have created a trauma informed approach based on a traditional traffic light system

GREEN:

- appropriate behaviour for learning
- low level behaviours managed using empathetic boundary setting as warnings and use of the Calm Area / Calm Box

AMBER:

- persistent low level behaviour requires a Take a Breather
- opportunity to regulate in another classroom for an allotted time dependent on *emotional age* not chronological age.
- regulation via sensory and physical resources
- Restorative Conversation on return to class

RED:

- more than 1 Take a Breather required in a day (at adult discretion)
- extreme behaviour
- child sent to SLT for Take a Breather
- SLT conduct Restorative Conversation
- SLT agree Restorative Action with child

Calm Area / Calm Boxes

- Each class will have a Calm Area or a Calm Box.
- Adults may direct a child to use the space for an allotted time to regulate when displaying low level behaviour or in response to dysregulation.
- Children can self-direct when they are feeling overwhelmed
- areas / boxes will contain a range of physical and sensory resources e.g dough, fidget toys, breathing cards, therapeutic stories, resources to write or draw their feelings etc and sand timers:
  Maximum times:
  Phase 1: 3 mins,
  Phase 2&3: 5 mins,
  Phase 4: 10 mins
- are used to regulate or co regulate with an adult where possible
- children are never to be sent to the Calm area as a 'punishment'
- classes will take the time to make their Calm Area special
- Playground calm corner - to give children the opportunity to still take part in play time / lunch time but ensuring there is space to regulate when needed

Step 1: Use calm corner in own class (see timings) - adult directed (restore) or self directed
Step 2: Take a Breather in a partner class (see timings) - no judgement from other staff / or comments /return and restore (teachers to inform parents)

Step 3: Call SLT (with SLT) - restorative conversation needed (repeat if needed) SLT to inform parents.

Adults should not jump the sequence.

Restorative Conversation - ideally this should happen as soon as possible within the same lesson, but this is not always possible. In this instance, Restorative Conversations are to happen as soon as feasible and may be paired with a natural consequence depending on the incident e.g. apology letter, repairing property, clearing up the mess they made etc.

Script:

Adults must follow the principles of Empathetic Boundary Setting:

1) Notice the behaviour without judgement e.g. "I can see you are…" (describe their behaviour or emotions)
2) Show genuine empathy "I am sorry you are…"
3) Set the boundary for expected behaviour "Remember our rule about…"

The Behaviour Sequence is as follows:

Warning 1 - Empathetic Boundary Setting: notice behaviour and remind children about expectations

Warning 2 - Empathetic Boundary Setting: acknowledge continued behaviour, reset expectation for behaviour and direct child to Calm Area/ Calm Box to regulate (with adult where possible for co-regulation)

Consequence - Empathetic Boundary Setting: identify continued behaviour, validate emotions, reset expectation for behaviour and direct child to Take a Breather

Consequence pathway (once behaviour reaches Step 3):



Take a Breather is conducted with SLT
Restorative Conversation with SLT
Restorative Action conducted as soon as possible
Parents contacted
Parents called to school/telephone conversation
Internal Exclusion
If appropriate for ongoing negative behaviours, explore respite at another setting
Short Fixed Term Exclusion (1-2 days)
Longer Fixed Term Exclusion (3-5 days)
Permanent Exclusion (will be avoided at all costs)

Above and Beyond Recognition

Staff recognise that good behaviour should lead to intrinsic rewards but in certain cases additional measures are put in place to support individual pupils / groups of pupils. Adults will have flexibility with what this entails in their classes. Examples may include:

Daily	- verbal praise, daily feedback to parents, stickers
Weekly	- assembly awards; Star of the Week, Learner of the Week, Kindness Award,
Annually	- Achievement Evening awards, Star of the Year

Extreme Behaviours (red light):

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm) Child on child abuse / violent attacks on staff.
- Repeated defiance / verbal aggression towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Racism / sexism / homophobia / misogyny / sexual harassment
- Repeated Vandalism

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on the google drive. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. Parents will be informed.

SLT to ensure that:

- all attempts are made to understand the why behind the behaviours.
- What needs of the child are not being met?
- What is the child feeling that is driving the behaviour?

Restraint

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

- only be used as a last resort and by experienced, trained staff only (positive handling)
- all incidents of extreme behaviour are recorded by SLT on the Google Drive

Exclusions

A fixed-term exclusion will be enforced under these conditions:

- staff and children need respite after an extreme incident.
- the child needs time and is supported to reflect on their behaviour, possibly at another setting for respite.
- to give the school time to create a plan which will support the child better.

The role of the parent

At Earlham, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- understand and reinforce the school expectations and language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school.
- To engage with the school with regards to behaviour concerns.

However, staff will not routinely contact or inform parents of minor incidences.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community.
There may be occasions when special rules need to be applied, e.g. in the dining room, for children with SEN, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up.