

RELATIONAL APPROACH

BEHAVIOUR POLICY



Forest Park Primary School part of
Orchard Community Trust



ORCHARD
—Community Trust—

Last updated: September 2025

Last reviewed:

Ratified by governors:

----- Head teacher

-----Chair of governors

Next Review Date: September 2026

Forest Park Primary School – Relational Approach Behaviour Policy

Statement of Intent

At Forest Park Primary School, we believe that meaningful relationships form the foundation of a thriving learning environment. We understand that pupils learn best when they feel safe, valued and respected.

We are committed to creating a nurturing and inclusive environment where all children can develop the social, emotional and behavioural skills needed for lifelong success. Our approach is guided by empathy, consistency, connection and the belief that behaviour is a form of communication. This relational approach to behaviour supports both emotional wellbeing and academic progress.

We strive to:

- Build strong, trusting relationships between staff, pupils and families.
 - Promote emotional literacy, self-regulation and positive communication.
 - Restore and repair relationships when harm occurs.
 - Work proactively to prevent behavioural incidents by understanding pupil needs.
 - Celebrate and reward effort, growth and respectful interactions.
 - Ensure every child feels safe, heard and included.
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1. Aims

This relational behaviour policy aims to:

- Provide a consistent, compassionate approach to behaviour across the school.
 - Encourage respectful, kind and cooperative relationships.
 - Provide clear guidance for managing unacceptable behaviours.
 - Develop children's emotional and social understanding.
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2. Legislation and statutory requirements

This policy aligns with:

- DfE guidance on behaviour and discipline in schools
- Searching, screening and confiscation at school
- The SEND Code of Practice

- The [Equality Act 2010](#)
 - Use of reasonable force in schools
 - Principles of [trauma-informed](#), [restorative](#), and [relational practice](#)
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3. Roles and Responsibilities

Pupils

- Learn to build healthy relationships with peers and adults.
- Reflect on their feelings and behaviour with support.
- Understand that mistakes are opportunities for learning and repair.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow instructions given by staff both in the classroom and on the playground.
- Follow classroom rules and procedures.

Parents/Carers

- Work in partnership with the school to support their child's development.
- Share relevant information to support understanding and wellbeing.
- Uphold relational principles and values at home and in the community.

All Staff

- Prioritise building positive relationships with every child.
- Listen with empathy and seek to understand the needs behind the behaviour.
- Use relational and restorative language.
- Recognise, regulate and repair – help pupils understand and manage emotions.
- Reflect on their own responses and seek support when needed.
- Log serious behaviour incidents on CPOMS.

Headteacher (Ms. S Vorajee)

- Model relational leadership.
- Create a school culture where everyone feels safe, respected and valued.
- Ensure restorative approaches are used consistently and effectively.
- Monitor wellbeing and relationships as key indicators of success.

Governors and Leadership Team

- Promote and monitor a whole-school relational ethos.
 - Ensure equity and fairness for all.
 - Support staff through training and reflective practice.
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4. Expectations for Behaviour

Expectations are developed collaboratively with pupils and revisited regularly. These are expressed in our four school rules (a simplified version is used in EYFS):

- Have respect for people and property.
- Keep hands, feet and objects to yourself.
- Always follow instructions.
- Work hard and allow others to work hard

We also encourage all children to demonstrate our SPARKLE Values:

Support and encourage

Promote resilience

Aspire to achieve

Respect each other

Keep positive

Listen and learn

Explore, enjoy and excite

5. Recognising and Celebrating Growth

We believe in recognising effort, resilience, kindness, and progress – not just outcomes. Our SPARKLE values are celebrated across school life and children are rewarded for demonstrating these.

Examples of Positive Reinforcement:

- Verbal praise and encouragement
- SPARKLE points – recorded on Class Dojo
- ‘Star of the Week’ linked to SPARKLE values

- Celebratory assemblies
- Opportunities for responsibility and leadership

Key Stage 1 & 2

Children will collect SPARKLE points and at the end of each term, the points will be totalled up.

GOLD REWARD – Top 5 achieving children in each class will take part in the gold reward.

SILVER REWARD – Next 8-10 highest achieving children in each class will take part in the silver reward.

BRONZE REWARD – Every child who doesn't achieve silver or gold rewards will take part in the bronze reward.

Any member of staff should be in the position to award a SPARKLE point at any time during school hours. The number of SPARKLE points given at any one time should be limited to one.

Examples of Rewards

Bronze	Silver	Gold
• 30 mins extra playtime • 30 minutes colouring/drawing • 30 mins iPads • Lego time • A game of football, basketball, dodgeball, rugby • Drawing & painting • Toy time (various) • Word puzzles	• Den building • Baking eg brownies/muffins • Scavenger hunt • Movies & treats in school • Board game afternoon • Hide & Seek • Sewing afternoon • Visit to nursery to play	• Just Kidding • Bowling • Cinema • Inflato • Bee Active • Swimming

6. Understanding and Responding to Behaviour

We understand that behaviour is a form of communication and an opportunity to teach and guide. When behaviour challenges arise, staff will:

- **Regulate:** Support pupils in calming their emotional state.
- **Relate:** Reconnect through warm, non-judgmental interaction.
- **Reflect:** Facilitate a restorative conversation that explores the harm caused, needs involved, and steps to repair.

Low-Level Behaviour

For the purpose of this policy, the school defines “low level behaviour” as:

Behaviour, which may disrupt the education of the perpetrator and/or other pupils, including but not limited to:

- Shouting out in class
- Lack of effort
- Talking when others are speaking

- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Purposely defacing or damaging school and other people's property and equipment
- Not following classroom rules
- Graffiti/damaging equipment or property

Serious Incidents

For the purpose of this policy, Forest Park Primary School defines "serious incidents" as:

Any behaviour, which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including but not limited to:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour - deliberately acting in a manner so as to cause annoyance or irritation
- Bullying - a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy

- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Possession of prohibited items (knives, weapons, alcohol, drugs - illegal or legal, stolen items, tobacco and items, fireworks, pornographic images or any other item/article which a staff member 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)

Consequences for unacceptable behaviours

The range of consequences is as follows:

Foundation Stage

Behaviour management in EYFS follows current best practice research (appendix 4).

Consideration will be given to the child, their age and stage of development, skills of emotional regulation, the context of the issue and the staff member will make the decision as to whether the child requires time at the calm spot or if a natural consequence is more beneficial.

Natural consequences are those which respond to the behaviour and send the message that the behaviour is the problem and not the child. It puts the focus on changing the behaviour.

If the child is struggling to self-regulate a natural consequence would be for them to have some time at the calming spot. If they have drawn on a wall but self-regulated then it may be to clean the wall they have drawn upon.

The process is consistent; the consequence is responsive.

1. If the child chooses to engage in behaviour which breaks our rules or is unacceptable, they will be given a clear warning. The adult will show the child the red spot and use the makaton symbol for no. Adult will use the ABS strategy to support redirection and a natural consequence if appropriate.

2. If the child continues to choose to engage in the behaviour they will be shown the makaton symbol for no and red spot again. Adult will again acknowledge the behaviour, reinforce the boundary and offer the solution/consequence. Child will be accompanied to the calming spot within the environment. Sand timer to be used to track time and

child made aware they will stay here until the sand has run out. Adult to support the child using self-regulation techniques and model breathing strategies.

Serious unacceptable behaviour will always be escalated to the EYFS lead and recorded on CPOMS/ABC sheets to allow for in depth analysis. Discussion between the EYFS lead and class teacher will determine if the child needs a behaviour support plan and/or SEND support.

If the child needs a behaviour support plan, then parents will be notified and an escalation management plan alongside a risk assessment will be completed. A review date will be set during this meeting.

Behaviour will be logged using ABC sheets, CPOMS and record of behaviour charts.

If the plan has no impact by the review date, then a meeting with the EYFS lead, head-teacher, parents and SENDco if appropriate will be planned to discuss how to support the child moving forward.

Escalation Management

If the child is showing aggressive, unpredictable behaviour then an escalation management plan and a risk assessment will need to be produced alongside the phase lead and in collaboration with the parents.

Situations can escalate quickly and in this case, it is important to stay calm.

If the child's behaviour is escalating to a stage where staff believe they are of harm to themselves or others then staff will follow their escalation management plan.

Whilst moving through the stages it is important for staff to check in with their own feelings. We cannot support effectively from a dysregulated/stressed state. If staff feel unable to deal with the behaviour calmly then they will ask for support from the EYFS lead or a member of SLT.

Physical intervention is the last stage and must only be considered if there is immediate, unavoidable danger to staff, property or child. Physical intervention **must** be reported and recorded on CPOMS and parents must be notified. The information on CPOMS must include the behaviour, the trigger, if the parent/carer has been informed and the outcomes.

Lower School and Upper School

- For low-level unacceptable behaviours, in the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable. There will be no additional consequences as this is a **reminder**. This may also be a non-verbal reminder given by a member of staff.

- If the behaviour continues, the teacher will give a **first warning** and this will be recorded on the consequence chart on One Drive (appendix 1) with the number of the rule broken.
- If behaviour continues or a separate incident occurs that day, the teacher will give a **second warning**, moving the child to a different table within their class, advising that if they continue, they will remove the pupil from the classroom.
- For continued unacceptable behaviour, the child will receive a **third warning** and the teacher will move the child to a different class (decided by the teacher depending on which child it is and who they think will have the best impact) for an agreed amount of time (approx. 20 mins). Children must be sent with an appropriate work task that they can complete independently /reflection sheet.

N.B. No more than 2 children to be sent to the same classroom, should a situation arise send to a member of SLT.

- On return to class, if the child receives a **fourth warning**, they will be taken to a member of SLT (Assistant Heads).
- On the **fifth warning**, the child will be taken to the Deputy Head Teacher or Head teacher. Parents/carers will be contacted to discuss the behaviour of their child. Deputy Head teacher or Head teacher must be informed when a parent is being contacted.
- **Severe clause:** If a child exhibits serious misbehaviour such as fighting, open defiance, vulgar language or gestures then the 5th warning consequence is imposed immediately (Level 5). Parents must be contacted and informed either face to face or by telephone, this needs to be recorded on CPOMS as a behaviour incident. The information on CPOMS needs to include the behaviour (including ticking the relevant box/es for type of behaviour incident), the trigger, if the parent/carer has been informed and the outcomes. The child will be taken to the Head teacher or Deputy Head teacher who will then decide if that child requires isolation and provision will be made to allow the child to have reflection/reparation time before returning to the classroom.
- When a child is felt to be unsafe to themselves and/or others Safety Interventions will be used to de-escalate the situation by trained members of staff. All Safety Intervention incidences are recorded by SLT.
- Should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. A member of staff will immediately report the incident to the Head teacher/ Deputy Head teacher or a member of SLT and to the school office who will contact the child's parents/guardians. The police will be called if the child leaves the premises. Children who are known to leave the premises must have a risk assessment.

Forest Park Primary School Tracking system

Receiving six or more warnings in a week - TARGET letter given to parents

Progress tracked for 2-week period on database

If progress made (less than 6 warnings per week) - TARGET ACHIEVED letter given. If progress not made (6 or more warnings each week) - ACTION letter sent to parents & action plan completed and shared with parents at the end of each week.

Review after an agreed time span

If progress made - ACTION ACHIEVED letter given

If behaviour is not resolved, SMART target set and behaviour discussed with parents at the end of each day.

SMART TARGET reviewed after agreed time span

If behaviour is still not resolved, SENCO informed and child put on SEN register for behaviour. IBP written by class teacher and SENCO.

Outside agencies' advice sought

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. Any reoccurring, inappropriate or concerning behaviours should be recorded on CPOMS.

7. Repairing and Rebuilding

Where harm has occurred, a restorative process involving all affected parties will take place. This may include:

- Private or facilitated conversations between children or staff and pupils
- Time to reflect with a trusted adult
- Collaborative reparation tasks
- Family meetings to support restoration of trust
- Additional interventions (e.g. behaviour support plans) may be used where needed.

We view every incident as an opportunity to learn, reconnect and grow stronger as a community.

8. Responding to Behaviour that Harms Relationships or Learning

Rather than labelling behaviour as simply "unacceptable," we view challenging behaviour as an opportunity for learning and relational repair. When behaviour disrupts the wellbeing or learning of others, we aim to:

- Understand the underlying needs and emotions behind the behaviour.
- Reconnect the child with our school values through reflective conversation.
- Repair harm caused to others.
- Re-establish trust and belonging.

Relational Responses

There is no corporal punishment at the school. Staff will use restorative conversations and solution-focused thinking to rebuild connections and help children regulate and reflect.

In cases of significant distress or crisis, a red card may be used to alert SLT. This is a call for assistance—not punishment—and used to ensure everyone's safety and to support co-regulation.

We also recognise our duties under the [Equality Act 2010](#), and tailor our responses to meet each pupil's individual needs.

Restorative Practices

All incidents that cause harm will lead to a **restorative process**, which may include:

- A facilitated conversation with affected parties
- Circle time reflection with peers
- Creation of an action or kindness plan
- Writing or drawing to express understanding of impact

9. Inclusion and Equity

We understand that some children need additional support to meet expectations. This may include:

- Individual behaviour plans
- Safe spaces or calm corners
- Consistent key adult relationships
- Collaborative meetings with families and external agencies

10. Training and Support

All staff receive ongoing training in:

- Restorative practices
- Emotion coaching
- Attachment-aware and trauma-informed approaches
- De-escalation and co-regulation strategies

Staff wellbeing and reflective practice are prioritised to ensure consistency and compassion in our responses.

11. Prohibited Items and Safety

To maintain a safe and respectful environment, we do not allow:

- Harmful or illegal substances
- Weapons or dangerous items
- Any object used to threaten or cause harm

These incidents will be handled relationally but firmly, always focusing on restoring safety and trust, and involving parents or carers at the earliest opportunity.

Wider School Community and Beyond

Pupils are expected to represent Forest Park Primary School with kindness and respect, including on trips and in the wider community. Where relational values are not upheld, staff will engage with the pupil to reflect on the impact and plan how to rebuild trust and represent our school positively.

Confiscation and Safety

If a child brings an item that poses a risk or disrupts learning, it will be safely removed, and a restorative conversation will be held to explore the reason and plan a positive way forward. Searching procedures will follow [DfE guidelines](#), and safeguarding protocols will always be followed.

12. Final Statement

At Forest Park, we believe in second chances, fresh starts, and the power of relationships to transform behaviour. Every child is capable of positive change with the right guidance, empathy and boundaries.

“Each day is a fresh start.”