

BEAUMONT PRIMARY SCHOOL

Behaviour and Relationships Policy



STATUS: DRAFT AGREED

Last Revision: Summer 2025

Review Date: September 2026

Authors: All staff

Agreed by Governing Body

Filename: Behaviour and Relationships Policy

Signed NameDate

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Introduction

At Beaumont Community Primary School, we believe that an effective curriculum is one where -

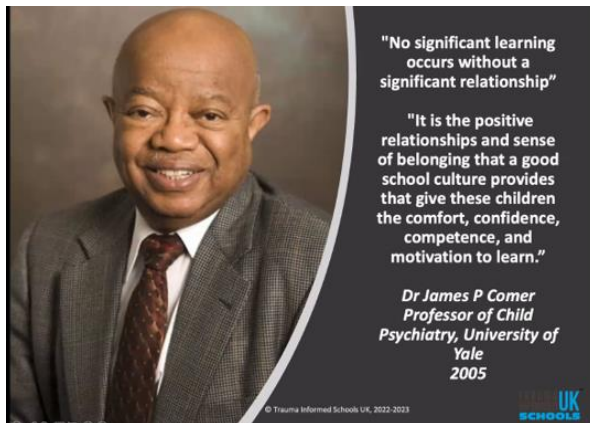
- the stereotypical belief that some children are less able to learn is challenged
- all pupils are engaged, motivated and included in learning
- is it broad and balanced
- pupils work with a range of abilities (use of ability groups has limited use)

At Beaumont Community Primary School our Curriculum is driven by our **'5 Star Values'**. They are embedded throughout each subject in our school as they build pupils Spiritual, Moral, Social and Cultural experiences over time.



This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour

Rationale:



At Beaumont Community Primary School, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships (*secure base*) informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Our Expectations:

We have 5 star values which underpin not only our philosophies, but also our principles and our day-to-day practice.

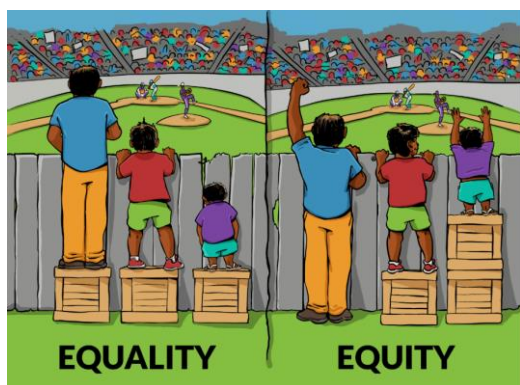


We understand that our values require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

At Beaumont Community Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in **all** areas of behaviour, this includes non-teaching staff and visitors to the school.



We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

All adults in the school share these 5 Pillars of Practice:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions (consider how both pupils feel at all times)
5. Restorative follow up.

***We praise in public,
we reprimand in private.***

The Beaumont Approach to Positive Behaviour and Relationships

Zones of Regulation



Zones of Regulation is a framework used to teach students self-regulation.

This system colour codes complex feelings, emotions and states children are feeling and help encourage them to recognise and communicate how they are feelings in a safe and non-judgemental way. All pupils are given the opportunity to check -in throughout the day.

All classrooms at Beaumont CP use the dojo as our recognition board. The way classes use the recognition board may differ depending on the needs of the children. We aim to recognise pupils using the dojos weekly and for some pupils this will be daily. Each dojo will demonstrate a key learning behaviour which is the focus for that class that day or week. All children should receive recognition for showing that learning behaviour consistently. Once earned, this recognition cannot be withdrawn.



Class Dojo

- All teachers will ensure that this is set up at the start of the school year
- Linked to school star values
- Should be open every day and used for positive reward for all
- Each class teacher should agree how many points to get by end of term to receive a prize/or reward
- Admins will reset points at the end of each term

As well as this, we anchor good behaviour through a range of reinforcements such as;

- sincere, precise and timely, verbal and written praise
- positive recognition through class and school achievement awards such as ‘Stars of the week’
- Headteacher Awards ●
- positive notes home.
- positive phone calls home

Many of these are shared with the children during Friday Celebration assemblies.

Our first attention is for best conduct.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenges will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Our staff are highly trained: all members of the team undertake our BCP Behaviour and Relationships programme. This 5 session programme outlines 'how we do it here' and teaches our staff the pedagogy and research behind our approach. All new members of staff complete these sessions before undertaking a role at BCP and are provided with coaching and support as they are inducted into the school.

Key Relational Skills

We know there are some key ways to be in a relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Affect Attunement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child.
- **Empathy, Validation and Mental State Talk:** the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want'. It is not distracting, judging, discounting, minimising or placating.
- **Containment: Structure, order and predictability:** consistent boundaries applied in a supportive, matter of fact, non-punitive way. Emotional containment of feelings too big for the child. Regulated and steady adult, in charge of their own feelings and emotions.
- **Calming and Soothing:** The adult will support the child to regulate themselves.

All staff across the school are trained in these key relational skills to support children in distress and have an understanding of the biology of this.

We follow four steps to support a child in distress:

1. **Protect:** Increase safety cues, increase social engagement (PACE), reduce the stress.
2. **Relate:** Affect attunement, Empathy, Containment, Soothing emotional regulation.
3. **Regulate:** Listen, find words for feelings, allow the child to feel understood, mindfulness, supportive holding.
4. **Reflect:** Affect labelling, create a coherent narrative, restorative conversations.

Restorative Practice

Alongside relational skills, all staff are trained in how to hold an effective restorative conversation. Five key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

The Restorative Six:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make child/adult feel?
5. Who has been affected?
6. What can we do to make things better for you? For others?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Delivering Consequences with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
 - distraction
 - non-verbal strategies
 - rule reminder
 - gentle encouragement
 - sitting with a teaching assistant or other adult
 - sitting in another part of the room but still within the lesson
 - peer led approaches – changing groupings, encouraging positive pairings
- (see our BCP Behaviour stages displayed in class)*

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the Beaumont CP expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skilfully.

Our behaviour steps

Step One: Warning (within Beaumont Stages 1-4)

- A clear verbal warning directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Step Two: Caution (within Beaumont Stages 1-4)

- A clear verbal caution directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Step Three: Time out (within Beaumont Stages 1-4)

- The pupil is directed to take a 3-minute egg timer (KS1), a 5-minute egg timer (Lower KS2) or a 10-minute egg timer (Upper KS2), and go to an appropriate location depending on the time of day and staff in class. This may be within the classroom or within another class.
- Adult must explain to child on their return why they were given a time out and what behaviour you would expect to see and why?
- The pupil may not need to be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or in another lesson (use of the child's break time should be a time to discuss behaviours with a trusted adult and why they need a consequence)
- If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a parallel class for the remainder of the session.

If a child requires a time out, this should be recorded by the teacher. It should not be displayed anywhere within the classroom. Each new session during the day presents an opportunity for pupils to have a 'fresh start'.

Beaumont Stages 5-7

If the steps above is unsuccessful, or if a pupil refuses to go to time out, then, an emotionally available adult will escort the pupil, with work, to an agreed location, for the remainder of the session. If the pupil still refuses to go to time out then the member of SLT on duty will be called to support. If SLT support is required to intervene, this incident should be recorded on the behaviour log by the Senior Leaders.

As part of our restorative approach to behaviour management, the adult providing the pupil with timeout will meet with the pupil as soon as practical to discuss the reasons why they were given time out and strategies to alter behaviour to stop it reoccurring.

Staff should not jump the consequence steps and as a general principle, it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the pupil to readjust his/her behaviour.

Dysregulation support script (to be used by all adults)

Spotting Big Feelings (Stay calm and safe)
"I can see you're having a really big feeling right now." "Your face/body is telling me something's not okay. I'm here to help." <i>Use a calm tone. Keep your body language open and safe.</i>
Naming the Feeling (Label and normalise)
"You look [angry/sad/frustrated/worried]. That's okay — feelings can be big sometimes." "Everyone has tricky feelings. You're not in trouble." <i>If the child can't speak, offer emotion cards or gesture to a feelings chart.</i>
Helping the Child Feel Safe
"Let's take a break together." "You can choose: – Sit with me quietly – Go to the calm space – Use your breathing buddy or fidget tool" <i>Offer simple, clear choices. Avoid asking "Why are you upset?" too soon.</i>

Using Calming Tools (Co-regulation)
Let's do a calm-down breath together: In... and out..." "Want to squeeze a fidget or hug a cushion?" "We can sit quietly until your body feels better." <i>Model breathing or gentle movements. Keep your voice low and steady.</i>
Reinforcing Recovery
You did a good job calming down. That was a big feeling!" "You're learning how to handle hard moments. I'm proud of you." "Let's go slowly back to what we were doing when you're ready."
Gentle Debrief (Later, when calm)
"Do you remember what made your feelings feel so big?" "What helped your body feel better?" "Next time, what can we try together if that feeling comes back?" <i>Use visual aids, storyboards, or drawings if needed.</i>

Pupil Voice

All pupils across the school have access in their classrooms to a 'Worry Box'. This box is designed so that all pupils can write or draw any incidences that have occurred – these may be behavioural or otherwise. Drawing or writing down gives the child a chance to reflect upon any incidents they wish to resolve whilst also giving time to the adults in the classroom to settle other children. The adults, where possible, should act upon the information in the worry box the same day and ensure the pupils involved (and parents where appropriate) know of the resolution and consequences.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can happen anywhere, and all staff working at Beaumont Community Primary School are advised to maintain an attitude of 'it could happen here'. The school has a zero-tolerance approach to sexual violence and sexual harassment, including online, and it is never acceptable, will not be tolerated and should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

Physical behaviour such as grabbing bottoms, breasts or genitalia, pulling down trousers, flicking bras and lifting up skirts are not acceptable and will always be challenged.

Any pupil engaging in sexual violence or sexual harassment will be subject to consequences outlined in this policy, and parents of both victim and perpetrator(s) informed.

In the event of an incidence of sexual violence or sexual harassment, immediate consideration will be given as to how best to support the victim and the alleged perpetrator(s).

All incidents of Sexual Violence and Sexual Harassment will be recorded confidentially in the safeguarding school log by the Headteacher.

Behaviour Outside the School Premises, including online

Where bullying or anti-social behaviour outside school is reported to school staff, it may be investigated and acted on. The Headteacher and SLT will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

The Headteacher will act on incidents of inappropriate online behaviour in the same way for example when students post comments on a social networking site or blog, or send text messages that could be viewed as bullying or harassment of another member of the school community, that are counter to the Trust's Equality and Diversity policy or that explicitly encourage other members of the school community to break the law or bring the school, or trust into disrepute.

Working with Parents/Caregivers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children.

This includes working with partners such as;

- Educational psychologists
- Primary pupil referral units
- SES
- CAMHS - Suffolk Wellbeing Hub
- County Inclusive Support Service (SES)
- In Year Fair Access Panel (IYFAP)
- Young Carers
- ELSA (Emotional Literacy Support Assistants)

Positive Management Plans

We recognise that our behaviour plan is designed for 95% of children and for some, additional support is required. We have carefully structured a Positive Management Plan which has been created alongside our trauma informed training and SEMH pathway to ensure those children's needs are met. This plan has been designed to be followed step by step in conjunction with the child and their parents. Each step follows the assess, plan, do, review cycle and offers opportunities for the class teacher to remain professionally curious about what the behaviours may be communicating. Steps within a positive management plan includes identification of patterns with anxiety, the opportunity to explore the distinction between conscious and subconscious behaviours. This is an opportunity to explore feelings and behaviours more deeply.

Our SEMH Support Team

Our SEMH Support Team, includes our SENDCo and ELSA and RHSE lead Mrs Atima who provide support for those children who need additional support. This might be through

- Pupil Passports or One Page Plans which include additional support given to those children within classroom settings and during break and lunchtime.
- PaTHS weekly sessions
- Zones of Regulations
- Hamish and Milo
- Girls Group

Class Teachers, Parents and the SEMH Team work together to produce One Page Plans, alongside any outside agencies and, for those children, it is important that these teams and individuals within these teams have regular meetings (which may be weekly or fortnightly) to ensure good communication and continued consistency.

Severe Clause:

It is recognised that for some children further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community

- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon

Any of the incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. Each incident will be treated on individual merit with the final decision being made by the Headteacher

Any exclusions /suspensions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques

This policy should be read in conjunction with the following policies

- Anti-Bullying Policy
- Safeguarding Policy

Resources and Key Texts

- Developing Secure Attachment Through Play (Joan E Moore)
- The Complete nurture group activity book (Charley Gardner)
- What comes before phonics (Sally Neaum)
- When The Adult Change everything Changes (Paul Dix)
- The Deepest Well (Nadine Burke Harris)
- Attachment in the classroom (Heather Geddes)
- Inside I am hurting (Louise Michelle Bomber)
- Permission to Feel (Professor Marc Brackett)
- Improving Sensory Processing in Traumatized Children (Sarah Lloyd)
- Better Play (Alison Woolf)