



Relationship & Behaviour Regulation Policy

A policy for all stakeholders

July 2025

Responsibility for this policy:	Deputy Headteacher
Responsibility for monitoring/evaluation:	Headteacher
Date of next review:	July 2026
Links to other policies:	Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy, SEND Policy

Creating futures through our shared values of excellence, partnership and perseverance



CONTEXT

At Greet we believe the relationships between our pupils and staff are key in developing a nurturing and safe environment where children can learn and achieve. We invest time in building positive relationships and a sense of school community. This sense of togetherness ensures that all of our children are safe and happy, and that they strive to make a positive contribution to school life.

In addition to teaching the basic skills, we are also concerned with teaching children how to work and play alongside each other and how to behave towards one another.

FUNDAMENTAL BELIEFS

- All behaviour is seen as **communication**.
- Shared whole school **values** underpin practice in promoting positive behaviour and how we respond to the behaviour of pupils.
- Adults in school have a key role to play in providing our pupils with the **skills** required to participate safely, effectively and responsibly in an increasingly complex world.
- Our pupils' experiences and **behaviour in school cannot be disassociated** from all other aspects of their lives, including their families and community.
- We need to work in **partnership** with parents/carers, education services, social work, health, voluntary agencies and others.
- There is a **link between high quality learning and teaching** and reducing negative behaviours where there is an appropriate balance of challenge and support.
- Well-judged **praise** and recognition of achievement looks to focus on involving and valuing the strengths of individuals.
- There is no place for **discrimination** based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds.
- There needs to be a **positive relationship** with all members of the school community to develop a shared approach.
- High expectations of behaviour are made **explicit** to all pupils and are consistently modelled by adults.
- Routine procedures for managing pupils in and around the school and within classrooms must be a **shared approach**.
- Consequences must be used appropriately and proportionately to the incident and take into account **individual circumstances and needs**.
- Intervention must be **planned and communicated** in order to support staff and pupils and establish the most appropriate strategy to promote positive behaviour.
- Children should understand the impact of their behaviour on themselves and others and be supported to **take responsibility** for, and to understand the consequences of their actions.

AIMS OF THIS POLICY

1. To develop in our children a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To create conditions for our school community in which effective and positive learning can take place.
3. To ensure there is mutual respect between all members of the school community, and there is proper concern for the school environment.

OUR ETHOS AND SCHOOL VALUES

We want our pupils to understand that **there are no limits to what they can achieve**. We have high expectations of, and for, our pupils and are committed to delivering an excellent education that sets them up for future success.

We do this through our core values of:

 Academic excellence.	 Social intelligence.	 Ethical lives.
I work hard at school to learn more and remember more.	I am kind to myself and others.	I make good choices, which show that I care about my community.

Through our culture of ethos and high expectations, all pupils are supported to behave **excellently**. Desirable behaviours are modelled and effective systems to incentivise good conduct, and deter poor behaviour, are in place. We see excellent behaviour as pupils behaving well because they know how to and because they want to, not because an adult has told them to.

We expect all members of the school community to show their respect to each other and behave in a way that supports each other's learning.

To support our aspiration of excellent behaviour, teaching in the school must be excellent too: excellent teaching motivates and inspires pupils as they want to be in school and have a strong desire to learn.

OUR SCHOOL RULES

Our school rules stem directly from our core values and are the golden thread that runs through every decision we make; influencing what we think, say and do.

We work hard.

We are kind to ourselves and others.

We make good choices.

Staff help pupils to understand our motto by referring to this in the following ways:

- Through weekly celebration assemblies
- Through our whole school rules
- Through the use of positive rewards
- Through the issuing of consequences to help pupils to reflect upon and correct their behaviours

Through our class charters, we define our core values to ensure they are age appropriate and understood by all.

As pupils progress through the school, we develop their understanding of these values through our SEMH and PSHE curriculum, as well as our character development programme.

A RIGHTS RESPECTING SCHOOL

We are a **Rights Respecting School** and believe children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect. We believe that all members of our school family:

- have the right to be safe and feel secure
- have the right to learn and fulfil our potential
- have the right to be treated with respect.

These rights come with certain responsibilities:

Responsibilities and expectations of staff

All staff at Greet have a responsibility to help our children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application. This takes place through:

- high quality teaching in lessons through use of research-based pedagogy alongside the delivery of a stimulating and thoughtful curriculum
- clear expectations for behaviour in class and around school
- maintaining a well organised and carefully managed classroom
- providing praise and rewards often
- using positive approaches to behaviour management
- establishing consistent classroom and whole school procedures
- giving clear instructions and explanations
- dealing with instances of misbehaviour quickly, calmly and positively- listening carefully and reacting appropriately
- 'catching' positive behaviour and praising to reinforce
- communicating achievements in behaviour and work to parents and carers
- creating a learning environment where children have a voice.

Responsibilities and expectations of children

It is the responsibility of every child to learn and demonstrate their understanding of their rights, responsibilities and rules, and how they can apply them to themselves and to others.

All children are expected to uphold our core school values.

All children are expected to know and follow the 'Greet Drum Beat' Behaviour Curriculum.

Responsibilities and expectations of parents

It is the responsibility of all parents and carers to support the school in creating a safe, secure, healthy and happy school in which learning flourishes.

Parents and carers support school by:

- ensuring regular attendance and punctuality
- providing the correct school uniform
- regularly attending parents evening to discuss progress
- actively encouraging their child to participate fully in their day to day school work and in the wider life of the school community
- agreeing and co-operating fully in matters of discipline, showing a willingness to reinforce the school strategies at home
- keeping in contact with the class teacher so that communication can be open and honest.

Guidance for All Staff

Establishing positive behaviour at our school is a **collective** responsibility:

- All staff know and uphold the 'Greet Drum Beat' Behaviour Curriculum - behaviour needs to be explicitly taught and modelled like other aspects of the curriculum.
- Positive re-enforcement of good behaviour is more effective than negative sanctions.
- Staff should praise children who behave politely, kindly, sensibly etc- 'catch' the children being good
- Verbal feedback on behaviour should be given a high priority in and out of classroom.
- Good behaviour and positive attitudes should be discussed in PSHE lessons, theme assemblies and celebration assemblies. Stickers, certificates and notes home should acknowledge and reinforce positive behaviour as well as academic achievement.

- A well-managed, well-planned environment decreases potential for challenging behaviours.
- Staff should ensure that school activities are well-planned and resources are well organised as this will ensure every child knows what is expected of them and when.
- A calm controlled learning environment is conducive to positive learning as well as good behaviour.
- **Signal, Pause and Insist** - take time to establish, reinforce and practise key instructional signals (e.g. Greet Lining-Up, Greet Walking and Greet Listening) with classes. These are key to maximising learning and supporting safety around school.
- All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem- if comments are needed they should always focus on the behaviour not the child.
- Staff should take time to explain the reasons for children being asked to do something.
- Instructional language should be kept precise, clear and 'clutter free' when speaking to children around school reducing words used to key words only.
- **Positive Framing** – use positive framing techniques to maintain high expectations through positive reinforcement -this technique removes the potential for conflict or challenge.
- Children should be listened to and spoken to calmly.
- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation and consultation.
- Offer some privacy to these conversations during the school day and respect the emotional well-being of all concerned.
- Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.

OUR APPROACH TO BEHAVIOUR MANAGEMENT

'A supportive environment is characterised by relationships of trust and respect between pupils and teachers, and among pupils. It is one in which pupils are motivated, supported and challenged and have a positive attitude towards their learning.'

Great teaching toolkit: evidence review (Cambridge Assessment International Education, 2020)

We know that in order for pupils to be successful at school, they must feel happy, safe, respected and listened to. For this reason, our approach to behaviour management is based on relationships (pupil to pupil and staff to pupil) and self-regulation of behaviour. By providing pupils with the strategies needed to build positive relationships and regulate their behaviour, we believe we are setting them up to be successful in the next phase of their education and beyond.

Positive relationships – we define these as relationships based on mutual respect, kindness, trust and honesty, which allow us to feel safe and supported in order to learn and grow.

Behaviour regulation – we define this as the ability to use self-control to behave in appropriate ways, including managing our energy and emotions in ways that are socially acceptable and help us to achieve our goals.

Building Positive Relationships

We build positive relationships with pupils in a variety of ways:

- Learning and using pupils and adults names – pupils and adults in school wear name badges to support personalised interactions.
- Greeting pupils at the start of every day.
- Saying goodbye to pupils at the end of the day.
- Building a safe and trusting classroom environment.
- Taking an interest in pupils interests in and outside of school.
- Learning about the pupils lives outside of school.
- Taking time to have conversations with pupils outside of lesson time.

- Ensure we provide regular positive feedback and praise to parents with the pupil present.
- Ensuring privacy if we need to have a difficult conversation with a parent (a telephone call or arranged meeting, not at the end of the day in front of other parents).

Teaching Behaviour Regulation – Co-regulation & Self-regulation

'Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for-learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.'

Improving behaviour in schools: evidence review (Education Endowment Foundation, 2019)

Co-regulation – plays an important part in pupils developing the skills of self-regulation. Co-regulation is when important caregivers help a child through their emotional distress. The caregivers role is to calm, provide comfort and soothe children when they are worried, sad or agitated. This builds neural pathways so the child, over time, can learn to self-regulate.

Self-regulation – is the ability for an individual to: understand and manage their emotions; understanding their own stress response - and then managing their own behaviour in a positive way; learning how to control their own impulses; be able to not over-react when upset or excited; to help themselves to calm down after an incident.

We believe it is important to use a systematic approach in order to build pupils awareness of their emotional states, and the strategies they can use regulate themselves. This will have a positive impact on pupils ability to provide self-care, manage their own wellbeing and develop prosocial skills.

At Greet we implement the **Zones of Regulation curriculum** to support pupils to develop their self-regulation skills. This is introduced/reviewed to pupils at the start of each academic year, through our whole school Bootcamp. All adults across the school community have been trained in Zones of Regulation and they are implemented across all areas of school. Class teachers regularly revisit and extend teaching through explicit lessons (as part of PSHE) as well as embedding the strategies through everyday teaching.

We use co-regulation strategies for pupil in EYFS and for those have additional or SEND needs.

Behaviour for Learning

In order for pupils to be able to work hard and achieve academic excellence it is vital that they understand **how** to learn. We use the acronym **G.R.I.T.** to teach and remind pupils about the learning behaviours we expect to see in every lesson.

G – Growth mindset

R – Readiness

I – Interest

T – Teamwork

Our approach to rewards

'Extrinsic motivation—in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success.

Carol Dweck's research on 'growth mindset'—the theory that intelligence is not a fixed characteristic but can instead be increased through effort—suggests that teaching students to have this mindset can motivate children not only to improve academically but also to behave better.'

Improving behaviour in schools: evidence review (Education Endowment Foundation, 2019)

For this reason, when praising pupils, staff should be mindful of the following:

- Praising pupils' effort rather than the person, the end piece of work or results ('You have worked so hard on this'; 'You're persevering brilliantly through tough new concepts').
- Avoiding fixed mindset labelling that praises intelligence or talent ('You're so clever'; 'You're so talented').
- Praise should be sincere and genuine using appropriate language and tone.
- Personalised through use of the pupils name.
- Consistently used in all lessons.

Rewards need to be age appropriate and matched to the maturity of the child. All children benefit from rewards. Younger children frequently respond better to short-term rewards.

Praise strategies

- Verbal praise and encouragement
- Non-verbal including a smile or thumbs up
- Achievement award certificate linked to our core values (weekly celebration assemblies and end of term House assemblies)
- MME badges linked to our school values and G.R.I.T. learning behaviours
- House points
- Praise shared with parents at the end of the day
- Stickers in books or on jumpers if age appropriate
- Sending pupils to a Senior Leader for work to be shared and added into the Golden Book for their phase
- Displaying pupils work on 'Beautiful Work' walls in class or around school
- Invitation to 'Top Table' with SLT during Friday lunch – pupils identified by lunch time supervisors weekly for excellent lunchtime behaviour

Preventing challenging behaviour

We believe the best way to address challenging behaviour is to prevent it from taking place: too often behaviour management can be reactive. A pro-active approach can minimise a lot of unwanted behaviours. We must *teach* pupils to behave well in different situations, maintaining clear boundaries whilst building trusting, positive relationships.

Our **Greet Drum Beat Behaviour Curriculum** clearly defines the behaviours and habits that we expect every pupil to demonstrate – 'the way do it' at Greet. The curriculum is taught explicitly in the Autumn term during whole school **Bootcamp**. We revisit the curriculum at the start of each half term. All adults explicitly model, teach and reinforce the curriculum through day to day interactions with pupil.

Strategies used to PREVENT challenging behaviour

Greet Drum Beat Behaviour Curriculum	We plan in time to explicitly teach and model our Behaviour Curriculum. We reinforce and remind pupils of this curriculum daily, and over time.
Positive Framing	We focus on positive behaviour, not negative. We establish clear rules and expectation, we catch pupils being good and use positive affirmations to reinforce. We frame corrections with a positive affirmation by describing the behaviour we want to see, not picking up what the pupil is doing. e.g. Instead of, 'John, stop talking an turn around,' we say, 'John, I'd like you to look this way and listen, thanks.'

Explanatory Praise	We are specific in the language we use to praise pupils. We do not use generic statements of praise e.g. 'well done, you superstars, that's great!' We make praise explicit to help these behaviours become the 'norms' of the class e.g. 'Thank you 3S, you have demonstrated great teamwork to each other in this lesson by showing Greet Listening and G.R.I.T. teamwork.' We refer to our school values and learning behaviours in these comments.
Sell School Values	We make explicit reference to our whole school motto, values and rules: We 'work hard' by showing G.R.I.T., we 'are kind to ourselves and others' and 'make good choices'. This will help us to know more and remember more over time. There are no limits to what we can achieve. We want pupils to know that we care about them and want them to succeed, but, for this to happen, we must show excellent behaviour so everyone can learn.
Sweat the Small Stuff	We don't let the little things slide. We maintain high expectations for all pupils. We insist on the Greet Drum Beat Behaviour Curriculum. We are 'seen looking' so pupils know we mean it.
Frontload Expectations	We remind pupils of the behaviours we are expecting to see from them in activities or tasks. We make early compliance visible and normalised using 'Explanatory Praise'.

Four Step Approach to disruptive behaviours

Unacceptable, disruptive behaviour needs to be dealt with and de-escalated quickly to prevent it impacting on learning. We have a **4 step approach** to deal with low level disruptive behaviours in class:

1. **Remind & support** – we must always support and remind children of the expectations in the first instance, repeat as necessary, deescalate and redirect to keep things at this stage.
2. **Warning** – a clear verbal caution, delivered privately where possible, make the learner aware of their behaviour and the consequences if they continue.
3. **Last chance** – speak to the learner discretely, offer positive choice, remind of previous good behaviour.
4. **Consequence** – class teachers to give an appropriate consequence to the pupil within the classroom, talk to parents about the behaviour incident, record on CPOMS.

Low level disruption can include:

- not following 'Greet Drum Beat' Behaviour Curriculum
- repeated calling out
- task refusal / delay
- chatting to others
- lack of respect shown to adults
- attention seeking behaviour without regard for peers
- lunchtime behaviour issues
- small scale stealing (in the first instance).

Remind & Support - dealing with the first instance lower level disruptive behaviours

We always remind and support pupils of rules and expectations in the first instance. The aim is to de-escalate low level disruptions, preventing them from needing further intervention.

Strategies for dealing with low level disruption	
Pause	A mid-sentence pause with eye contact directed towards the pupil in question. Quick and non-intrusive – it lets pupils know that learning is important and valued.
Tactically Ignore	Use generic reminders: 'I'm waiting for...' 'I'm looking for...' Use sparingly otherwise standards could slip or other pupils might perceive another to be 'getting away' with not meeting expectations and follow.
Assume Confusion	'Are you ok over there? Do you need some help?' Be genuine in asking, do not use sarcasm or rhetorical questions. Be careful not to embarrass pupils.
Non-verbal / Proximity	Physically move around the classroom and towards areas of low level disruption without breaking the flow or pace of the lesson. Use hand signals or facial expressions to reinforce.
Take Up Time	Describe behaviours using anonymous, quantifying language. This allows pupils to make the right choice and correct their behaviour. Always explain the behaviour you want to see. e.g. 'I can see 1 or 2 children are talking who should be...'
Rule Reminder	Anonymously reinforce whole class rules and norms. 'Remember everyone, in this class we....'

Dealing with repeated low level disruption

If 'Remind & Support' has been unsuccessful, staff move to steps 2 and 3 of the 4 step approach.

Strategies for dealing with repeated disruption	
Private / discrete discussion	Take the pupil to the side and explain the impact that their current behaviour choice is having on the learning of their peers.
Assertive but Supportive	A pupil who has repeatedly ignored expectations might get themselves into a negative spiral. To avoid this, remind them of more positive times and instil the belief that they are capable of making better choices. Separate the behaviour from the pupil.
Choices	Make sure pupils are aware of potential consequences if they continue to make the same behaviour choices. Ensure they understand the choices they make have the power to determine the outcome, positively or negatively. Try to give them choices that will lead to a genuinely positive outcome.

Check In	Show genuine concern and that you are there to support the pupil. Some behaviours are an unmet need (not all) and pupils need support.
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Use of appropriate consequences

If steps 1-3 of the 4 step approach has been unsuccessful a consequence should be given in class. Consequences should be age appropriate, linked to the behaviour exhibited, and have a restorative element.

Examples of appropriate consequences include:

- Work not completed: work completed in pupils own time (break or lunch); work sent home to be completed with parents (adults should support pupils with work completion to ensure they understand the task required, if pupils complete work before the end of break / lunch they can join peers).
- Deliberate damage to property: pupils should make an attempt to repair or replace the property, give an apology and / or undertake community service in the school e.g. litter pick.
- Use of unkind language to another pupil: apologise, reflection time out and a restorative conversation facilitated by an adult.
- Break time behaviour incident: apology, time off the playground to reflect, restorative conversation with other pupils / adults involved.

If pupils are engaging in repeated examples of low level disruption, and multiple conversation with parents have been had by class teachers, the pupil should be referred to the Year Group Leader.

Restorative conversations

When incidents occur, a restorative approach is used to help repair relationships and to support pupils to take responsibility for their actions. This approach also helps pupils to consider the impact of their actions on others so that mistakes can be learned from in the future. The mediation process will be guided by an adult.

The restorative process will be guided using the following question prompts:

- What happened?
- What were you thinking/ how were you feeling at the time?
- Who has been affected?
- In what way were they affected?
- What needs to be done to make things right?

Agree with the pupil the actions needed to put things right and support them to carry these out.

Behaviours that place pupils or others at risk

The following should be referred directly to the senior leadership team:

- absconding
- refusal to follow instructions whilst moving around school
- fighting
- throwing objects to cause harm
- possession of any prohibited items: knives or weapons; alcohol; illegal drugs; stolen items; tobacco or cigarette papers; vapes; fireworks; pornographic images.

In all cases an adult should remain with the pupil to ensure their safety whilst another adult contacts SLT. Other pupils in the class, or immediate vicinity, might need to be moved away to maintain their safety.

Zero Tolerance Behaviour Incidences

The following should be referred directly to the senior leadership team.

Damage to Property - deliberate, purposeful damage to school property will be reported to parents. Where appropriate, a request for a voluntary contribution towards the cost of repair or replacement might be made at the discretion of the HT/DHT.

Theft - more than one incident of stealing from another pupil or staff member. Pupils will be asked to return or replace stolen items.

Bullying - this is the persistent and conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Any form of bullying is unacceptable and such behaviour will be dealt with appropriately. All staff need to be alert to the situations that may occur both inside and outside the classroom. Pupils must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise.

Racial and Sexual Harassment - any incident which is deemed to be any form of racial or sexual harassment will be taken very seriously. Racist incidents must be logged with the local authority.

Persistent challenging behaviour and SEMH concerns

Pupils who are repeatedly demonstrating disruptive behaviour in class or around school, and are not adhering to the Greet Drum Beat Behaviour Curriculum, will need further support in order to help them to improve their behaviour.

In the first instance class teachers should use our Tier 1 behaviour plan to explore and investigate challenging behaviour in children. Parents should be made aware of their child's behaviour through regular communication by class teacher.

Assistant Head teachers should be informed if a pupil is in a Tier 1 Plan so they can support with the pupil as well as conversations with parents.

If challenging behaviour persists and strategies from Tier 1 are not successfully please refer to the Inclusion Team via HT/DHT/AHT/Lead DSL/SENDSCO. Tier 2 and 3 plans will be carried out as required and outside agency support will be sought if needed. We use Boxall Profile to support assessment and intervention. Parents will be fully informed and consulted.

Appendix i – example of Tier 1 behaviour plan

Appendix ii – example of Tier 2 behaviour plan

Appendix iii – example of Tier 3 behaviour plan

Appendix vi – Boxall Profile

Reporting behaviour incidences and concerns

Incidences should be logged on CPOMS if a parent conversation has had to take place regarding a pupil behaviour. AHTs, DSLs and SLT should be included. A verbal conversation with leaders should also take place for more persistent challenging behaviour.

Appendix v – examples of behaviours which need to be recorded on CPOMS

Having difficult conversations & dealing with challenging emotional behaviour

At Greet staff do not shy away from difficult conversations with children- if a child has chosen to speak to a member of staff it is because they trust them. Staff should allow children to share their thoughts with them whilst following safeguarding guidance and respond appropriately.

Any conversations that cause staff concern must be reported to DSLs following safeguarding procedures. Staff must also log on CPOMS.

As a trauma informed school all staff use **Emotion Coaching Strategies** to support and guide children through high emotion interactions.

Appendix vi – Emotion Coaching Strategies

Supporting children with additional needs (inc. SEND)

We recognise that children with additional needs may require adjustment and increased levels of support to self-regulate and manage their behaviour. The way children behave is a form of communication and for children who find expressing themselves verbally challenging we must be mindful that the way they are acting can be a clue to their emotional state.

We work hard with outside agencies and families to understand and get to the root cause of the behaviours we are seeing in these children.

Behaviour and social targets can be set as part of individual children's ITP, IBP, support plan or EHCP targets.

Targets should be:

- understood by the child, parent and teachers
- be specific and achievable by the child within an agreed time period.

Individual charts can be used to promote positive behaviour. Further support is available through our SENDCO and Inclusion Team.

Positive Handling/Restraint techniques

The use of reasonable force (positive handling) will be limited to emergency situations and used only as a last resort. Only staff who are appropriately trained are authorised to use positive handling strategies; in line with the Trust's Positive Handling policy. At Greet, staff are trained in the MAPA (Management of Actual or Potential Aggression) approach to positive handling.

See appendix vii for our MAPA trained staff members.

FIXED TERM AND PERMANENT EXCLUSIONS

Exclusion is a last resort when all other attempts to modify behaviour have failed.

Exclusion serves one purpose only:

To ensure the safety and wellbeing of all staff and children.

Under exceptional circumstances the Head Teacher may issue a fixed term exclusion.

If a child is excluded, the HT will inform the parent/carer immediately, giving reasons for exclusion. Parents will be informed that they can appeal against the decision to Create Partnership Trust. The HT will follow the Trust and Local Authority guidelines.

After the exclusion a, reintegration meeting will normally take place with the pupil, parent/carer and HT/DHT, where a reintegration plan is agreed.