



# Relationships & Behaviour Policy

## Marown Primary School

### Rationale

At Marown Primary School, we believe that positive, respectful relationships are the foundation of a safe, inclusive and successful learning environment. Behaviour is viewed as a form of communication, and we recognise that children's behaviour is influenced by their experiences, emotions and relationships.

We are committed to creating a school culture where all members of the community feel valued, listened to and supported. Positive behaviour is modelled by adults and taught through consistent expectations, clear boundaries and restorative approaches. Through strong relationships, children are supported to self regulate their emotions, understand the impact of their actions, and take responsibility.

Marown School promotes positive relationships that are free from discrimination and based on mutual trust, respect and belonging.

### Aims

- To promote positive relationships across the whole school community
- For behaviours and attitudes to reflect the Marown Core Values and Mindsets
- To create a consistent, nurturing, calm and restorative approach to behaviour across classrooms
- To support children in understanding the impact of their actions on others
- To teach and support children to use strategies for emotional regulation and self-management
- To support children whose behaviour is challenging through proportionate, inclusive, nurturing responses

### Practice

This policy should be read alongside the school's:

- Safeguarding Policy
- Child Protection Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Health and Safety Policy

### School Values

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All members of the school community are expected to demonstrate the Marown Core Values:

- **Resilience** – Just like trees and plants, we flex but never break
- **Kindness** – Begin each day with kindness; kindness begins with you
- **Integrity** – Just like the sunset, we glow bright by doing what is right
- **Aspire** – Reach for the moon; aim for the stars

In accordance with the Equality Act 2017, this policy supports the school's duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between all members of the community

Protected characteristics include sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, and age.

### Expectations for Pupils

All pupils at Marown Primary School are expected to:

- Treat others with kindness and respect
- Follow adult instructions the first time
- Walk calmly and sensibly around school
- Line up quietly and move safely between spaces
- Use respectful language and behaviours at all times
- Look after and respect school property

These expectations are explicitly taught, modelled and reinforced by staff.

### Recognition and Rewards

Positive behaviour and relationships are actively recognised and celebrated. Rewards are used to reinforce positive choices, effort, improvement and the demonstration of school values. These are used to promote a sense of belonging and success.

Examples of recognition and rewards include:

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- Verbal praise and feedback from staff, peers and leaders
- Stickers, used at staff discretion
- Certificates linked to Marown Core Values and Mindsets in Celebration Assembly
- Signatures collected in Marown Magic Mark cards, used to 'buy' prizes or vouchers
- Class rewards or treats, awarded at the discretion of the class teacher
- Communication home recognising sustained positive behaviour, effort or improvement, such as a red note, email or phone call

Recognition is specific, sincere and focused on effort, impact and values rather than simple compliance.

### **Responding to Behaviour That Falls Below Expectations**

When behaviour falls below expectations, adults respond calmly, proportionately and appropriately. The focus is on restoring learning, repairing relationships and supporting children to make positive choices.

#### **De-escalation**

Where possible, staff will use de-escalation strategies, including:

- Calm reminders of expectations
- Non-verbal cues or quiet prompts
- A change of face or space
- Time to regulate emotions

### **Graduated Response to Behaviour**

To ensure consistency across the school, all staff follow the same **three-step graduated response** for **low-level behaviour**.

#### **1. Redirection / Reminder**

Used for initial or emerging low-level behaviour.

- Calm and neutral tone
- Brief and non-confrontational
- Focused on the expected behaviour

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- “Remember, we are listening.”
- “Walking feet in the corridor.”
- “Eyes this way, thank you.”

### 2. Verbal Warning

Used if behaviour continues.

- Clear and direct
- Names the behaviour
- Makes the next step explicit

Examples include:

- “This is a warning. If you continue distracting others, there will be a consequence.”
- “You need to stay in your seat. If this continues, you will lose some break time.”

### 3. Relational Consequence

Used if behaviour persists after a warning.

Consequences are proportionate, calm and focused on restoring learning or repairing relationships.

Examples include:

- Loss of a short amount of break or Golden Time
- Change of space within the classroom
- Working in an alternative class for a short period
- Missing part of a class reward or treat
- Completion of work at another time
- Reflection or repair work (e.g. apology or discussion about impact)

Low-level consequences are applied calmly and, where possible, on the same day.

### 4. Restorative Conversation

Used when behaviour has had impact, is repeated, or requires repair.

This is a calm, private conversation that:

- Focuses on impact, not blame

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- Supports reflection
- Restores relationships
- Reinforces our values

Key questions:

- What happened?
- Who has been affected?
- How can this be put right?
- What will you do differently next time?

The aim is always to restore learning, relationships and belonging.

### **Low-Level Behaviour**

Low-level behaviour is managed through the graduated response above and may include:

- Calling out
- Low-level talking
- Off-task behaviour
- Not following instructions immediately
- Interrupting others
- Minor playground disagreements
- Poor listening
- Initial refusal to complete work

*The examples listed above are not exhaustive. Staff will use their professional judgement to determine whether behaviour is low-level, persistent, or escalating, taking into account the context, frequency and impact of the behaviour.*

### **Serious or Repeated Behaviour**

Some behaviours require immediate adult intervention and senior leadership involvement and bypass the graduated classroom response.

Examples of serious behaviour include:

- Physical aggression or violence
- Racist, discriminatory or abusive language
- Bullying behaviour, including repeated incidents

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- Inappropriate sexualised behaviour
- Threatening behaviour
- Leaving the school premises without permission
- Serious damage to property
- Bringing dangerous items to school
- Repeated low-level behaviour where prior intervention is ineffective

*This list is not exhaustive. Behaviour may be considered serious or repeated based on its nature, impact on others, or cumulative effect over time. Staff and senior leaders will use professional judgement when determining appropriate responses.*

### **Consequences for Serious Incidents**

Depending on severity, context and any previous incidents, consequences may include:

- Immediate removal from the situation or classroom
- Working out of class under supervision
- Loss of social times or participation in activities
- Formal reflection and repair work supported by senior staff
- Restorative meeting involving affected parties (where appropriate)
- Parent/carer contact on the same day
- Parent/carer meeting with Senior Leadership
- Behaviour support plan or targeted intervention
- Fixed-term suspension in line with DESC guidance

Repeated serious incidents, even when occurring on different days, are viewed cumulatively and will lead to increased intervention and consequence.

Responses are consistent in approach and values, but may differ depending on individual need, context and the cumulative impact of behaviour over time.

*The consequences outlined in this policy are examples and not an exhaustive list. Responses and consequences will be determined using professional judgement, taking into account individual needs, age and stage, context, intent, frequency and impact.*

### **Playtime and Lunchtime Behaviour**

During playtimes and lunchtimes, pupils are expected to:

- Play safely and respectfully
- Use kind hands and kind words

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- Follow adult instructions immediately
- Respect shared spaces and equipment
- Seek adult support if problems arise

Low-level behaviour at playtime and lunchtime will be managed using the same graduated response. Repeated incidents or serious behaviour will be recorded and escalated appropriately via the class teacher.

### **Behaviour Beyond the Classroom**

Positive behaviour and relationships are expected at all times, including during:

- Playtimes and lunchtimes
- Before and after school
- Transitions between lessons and unstructured times
- Movement around corridors and shared spaces
- Assemblies and whole-school events
- Whilst on school trips, visits and when representing the school at off site events

Unstructured times are recognised as moments where children need clear expectations, active adult support and consistent routines.

Adults are expected to:

- Be visible and proactive during playtimes and lunchtimes
- Intervene early using calm redirection and reminders
- Reinforce expectations consistently across all areas of the school
- Support children in resolving low-level conflicts relationally
- Communicate behaviours with Class Teacher
- Refer serious or repeated behaviour to Senior Leadership

Whilst all staff share responsibility for supporting behaviour across the school, overall responsibility for a child's behaviour remains with the class teacher. Any incidents beyond the classroom should be communicated and followed up accordingly to ensure consistency, accountability and strong relationships.

### **Adult Role Modelling and Consistency**

Adults play a crucial role in modelling positive behaviour, respectful relationships and emotional regulation. Consistent adult behaviour supports consistent pupil behaviour.

All staff are expected to:

- Adults to collect and dismiss classes calmly from playgrounds and assemblies

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- Model calm walking and movement in corridors
- Use respectful language and behaviours at all times
- Address behaviour calmly and privately wherever possible
- Be visible and proactive during transitions
- Maintain consistent routines for lining up, walking and entering spaces
- Actively supervise playtimes/lunchtimes, addressing behaviour consistently rather than waiting for issues to escalate.

### **Parental Responsibility**

Strong relationships between home and school are essential. Parents and carers are expected to:

- Support the school's values and expectations
- Reinforce messages given by school staff
- Share relevant information that may impact behaviour
- Attend meetings when requested
- Work in partnership with the school following incidents
- Encourage their child to take responsibility for their own actions
- Encourage children to speak to a trusted adult at school on the same day as any incident
- Ensure any issues are addressed as they arise

### **Physical Intervention and Recording**

Where physical intervention is necessary to ensure safety, staff will follow DESC guidance and use strategies acquired through Team Teach training.

- Significant incidents and any use of physical restraint are recorded in the Bound and Numbered Book
- Other serious incidents may be recorded in the Incident Log Book
- Ongoing low-level behaviours may be logged on a Child's Arbor Profile
- All records are stored in the Head of School's office

### **Monitoring and Review**

This policy is a whole-school agreement and is implemented consistently across the school. Staff are trusted to use professional judgement within this framework, supported by senior leaders.

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The policy will be reviewed annually and updated in line with school needs, guidance and best practice.