Breadsall Hill Top Primary School

Relational Behaviour Management Policy (RBM)

- a whole school positive approach to good behaviour

2026-2027

Breadsall Hill Top Primary School
A Whole School Positive Approach to Good Behaviour

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1. Introduction

This policy has been developed in consultation with staff, governors and parents/guardians. It incorporates and complies with legislation included in the Education and Inspections Act 2006 and is in accordance with DFE guidance contained in 'Behaviour and discipline in schools - Advice for head teachers and school staff February 2024

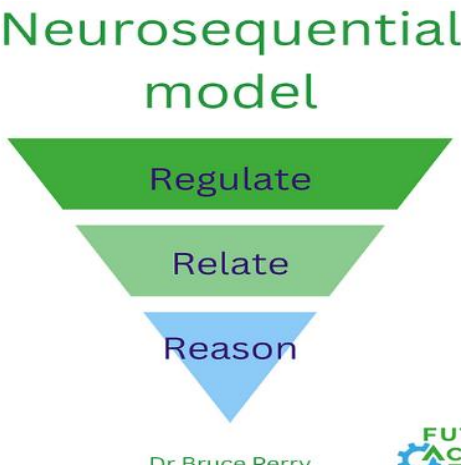
2. Policy statement

'Good behaviour is expected and everyone learns to take responsibility for their own actions.'

Everyone is expected to maintain the highest standards of personal conduct to enable productive learning, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to support the development of self-regulation and to foster opportunities for children to grow socially, personally and academically. It echoes BHTP's core values with an emphasis on relational behaviour, a partnership approach to the benefits of good behaviour and the use of relational-based strategies that support both staff and learners.

Our policy is evidence informed and underpinned by a belief system that good behaviour is the result of strong relationships, clear expectations and consistent practice across the whole school.

This policy aims to establish a framework for Relational Behavioural Management (RBM) at Breadsall Hill Top Primary that promotes positive behaviour and social-emotional well-being, while also emphasising the importance of understanding the developmental needs of our children through the **Neurosequential Model for Education (NME).**



Underlying Principles:

The Neurosequential Model for Education (NME) is a framework developed by Dr. Bruce Perry, a leading expert in the field of neuroscience and child development. It is based on the latest research on brain development and emphasises the importance of understanding the developmental needs of a child in order to promote healthy brain development and positive outcomes.

The NME framework emphasizes the 3 Rs, which stand for Regulation, Relationships, and Rigour. The 3 Rs are designed to help staff to understand the importance of addressing the social and emotional needs of our children before focusing on academic rigour.

Three Rs:

- **Regulation**: The first R, Regulation, refers to the importance of helping our children regulate their emotions and behaviour in order to be ready to learn. This includes teaching our children self-regulation skills and creating a safe and predictable environment that promotes a sense of security and calm.
- **Relationships**: The second R, Relationships, emphasises the importance of positive relationships between our children and adults. This includes fostering a sense of belonging and connection among our children, as well as promoting positive relationships with all BHTP staff. Positive relationships are critical for promoting healthy brain development and supporting positive outcomes for our children.
- **Rigour**: The third R, Rigour, refers to the importance of academic rigour in promoting our children's success. However, the NME framework emphasises that academic rigour should only be introduced once our children have developed the regulation and relationship skills necessary to be successful learners. This includes designing learning experiences that are developmentally appropriate and aligned with the needs and strengths of each student.

3. Aim of the policy

The aim of the policy is to ensure that all children at BHTP are **treated fairly and that the behaviour strategy outlined in this document is applied consistently.** At BHTP:

- Children have the right to learn undisturbed by disruptive behaviour

- Adults have the right to teach free from disruptive behaviour

- Children are educated to make the right decision in relation their behaviour

Dysregulated behaviour is best understood not as a need in itself, but the **CONSEQUENCE** of an unmet need.

- *Unmet social and emotional need*
- *Unmet communication need*
- *Unmet physical or sensory need*
- *Unmet learning need*

Our Aims:

- To create a culture of exceptionally good behaviour; for both conduct and for learning
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To focus on positive behaviour over poor conduct
- To help learners take control of their behaviour and be responsible for the consequences of it
- To build a learning community which values kindness, care and empathy for others
- To promote a sense of belonging and community cohesion through trusting relationships

4. Our Five Pillars of Effective Practice

- Consistent, calm adult behaviour
- First attention to best conduct
- Relentless routines
- Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships
- Working in partnership with parents and guardians

5. Breadsall Hill Top Primary School Rules

At BHTP we expect our community to be:

Ready

- Responsibility: children are expected to take responsibility for their own learning, behaviour and academic progress.
- Attendance: children are expected to attend school regularly and arrive on time.
- Safety: children are expected to create and maintain a safe and positive learning environment for all members of the school community.

Respectful

- Respect: children are expected to respect themselves, their peers, and adults in the school community.
- Communication: children are expected to communicate effectively with peers and adults.
- Collaboration: children are expected to work collaboratively with their peers and adults in the school community.

Resilient

- Empathy: children are expected to demonstrate empathy towards their peers and adults in the school community.
- Accountability: children are expected to take accountability for their actions and make amends when they have caused harm.
- Self-Regulation: children are expected to develop and demonstrate self-regulation skills, such as managing their emotions and behaviour in a positive way
- Self-Efficacy/Resilience: children are expected to have high expectations of their ability to succeed and 'bounce back' from set backs

Our school rules are:

1. Touch gently, not roughly
2. Be polite
3. Look out for each other; be friendly

4. Look after our school
5. Follow instructions; be safe

What happens when children do not meet expectations? Are children given an opportunity to repair?

1) <u>Redirection or distraction</u>

- Gentle encouragement to redirect or gather a child's view. Is there anything I can help you with?
- Distraction – using relationships already built with children to make a connection, distract and divert from current situation using topic or theme known to child

2) <u>Reminder</u>

- A reminder of the expectations **Ready, Respectful, Resilient** delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage.
- What should you be doing and how can we help you?

3) <u>Expectation</u>

- Work refusal – expectation by an adult that the work will be completed. What needs to happen to achieve this? – child can choose to complete the task in the learning time or in their own time.
- Behaviour impacting on others – expectation that this does not happen. What needs to happen to achieve this? – child can regulate their behaviour WITH SUPPORT. If a child continues to struggle children will be supported out of the classroom by a member of staff.

4) <u>Restorative Practices</u>

- The child will participate in restorative practices, following this structure:
    - What happened?
    - Who has been affected?
    - What were you feeling or thinking?
    - How do you feel now?
    - What needs to happen to put it right?
    - Next time I could….

5) <u>Parent/Guardian Communication</u>

Parents or guardians will be notified of their child's behaviour and asked to support the school in addressing any concerns. This will be informal to start and may develop into a more formal strategy.

6. <u>Positive Recognition of Values</u>

- Respect
- Kindness
- Honesty

Think of positive recognition as a way of advertising and celebrating our BHTP values. We are aiming to create culture where our 3 values educate children to become thinking, confident, responsible and caring citizens.

- Focus on the 3 BHTP values
- Aim for every child in the class to be able to demonstrate their understanding of the BHTP values
- Each class works together to support each other to live the BHTP values
- Aim to persistently and relentlessly catch children demonstrating the BHTP in all areas of school life

7. Serious Breach of BHTP's Behaviour Policy

If a child commits any of the following behaviours, they have committed a serious breach of the BHTP behaviour policy and must be referred to a member of the Senior Leadership Team:

- unprovoked physical attack on a child or adult
- physical violence
- deliberate damage to buildings and/or property
- racism
- bullying
- any behaviour that makes them or others unsafe – e.g. absconding or use of weapon

A member of the SLT will determine the appropriate action to be taken and the parents/guardians will be informed of the incident and the resultant outcome.

7.1 Managing Behaviour: Staged Approach to Unwanted Behaviours

We aim to address low-level unwanted behaviours swiftly and effectively, providing children with opportunities to self-regulate before imposing consequences. Strategies include non-verbal cues, positive framing, offering choices, setting clear expectations, and allowing take-up time.

We prioritise focusing on the primary behaviour, using minimal interventions and utilising additional adult support when necessary to prevent escalation. We manage low-level unwanted behaviours through a staged approach, providing opportunities for children to understand and reflect on the impact of their behaviour at each level.

1. A verbal reminder of appropriate behaviour expectations.
2. Verbal warning: Reminder of expected behaviour.
3. Time out: A short period (approximately 5-10 mins) in a designated area in the classroom where the child is given the opportunity to reflect on their behaviour.
4. Paired classroom: The child spends a brief period (approximately 10-15 mins) to complete their learning in another classroom, supervised by a different teacher, to reflect and reset.
5. Senior Leadership Team (SLT) involvement: The child will continue to complete learning tasks under the supervision of the senior leader, ensuring minimal disruption to their learning while providing time for reflection.

The stepped approach to behaviour consequences is applied until the end of the morning session or the end of the day. Each new afternoon and each new day provide a fresh start for all children, allowing them the opportunity to reset and engage positively without carrying over previous behaviour concerns.

Progressing through these stages is appropriate for managing low-level behaviours that disrupt learning. More significant behaviours—such as child-on-child abuse, disrespect towards adults, refusal to follow instructions, or damage to property—may result in children being sent directly to a paired class or Senior Leadership Team involvement for immediate intervention. This ensures that more serious issues are addressed promptly and appropriately.

As previously described, incidents that occur during play or lunch time may result in the child spending reflection time inside, with a member of teaching staff or a senior leader. This may lead to them reflecting inside for the remainder of that play or lunch period. In some cases, reflection time may also extend to future break and lunch times, allowing the child the necessary time to reflect on their behaviour and develop positive behaviour strategies before rejoining their peers.
We highly value strong relationships and open communication with parents/guardians, especially regarding their child's behaviour. Staff may choose to inform parents/guardians of time-out or paired class consequences when deemed appropriate, such as for repeated incidents or when behaviour impacts a child's learning or social interactions. However, we will always aim for parents/guardians to be informed of any behaviour that has led to intervention from a member of SLT on the day of the consequence, ensuring transparency and collaboration in supporting the child's positive development.

7.2 **Serious Incidents**

Serious incidents are behaviours that pose a significant risk to the safety and well-being of children and staff, or that seriously disrupt the learning environment. These behaviours are taken very seriously and will result in immediate intervention and appropriate consequences. Examples of serious incidents include:

- Physical harm or threats of harm (e.g., fighting, hitting, kicking)
- Sexual harassment or sexual violence (e.g., inappropriate touching, sexualised comments)
- Bullying (including cyberbullying) and discrimination (based on race, gender, disability, religion, or sexual orientation)
- Disrespect or defiance towards staff, including refusal to follow reasonable instructions, especially if this may endanger them or others
- Vandalism or intentional damage to school property
- Theft or deliberate dishonesty
- Bringing inappropriate items to school (e.g., weapons, illegal substances, harmful objects)

Consequences for serious misbehaviour follow a staged response. These responses are progressive, with increasing seriousness depending on the frequency and severity of the behaviours. Repeated incidents or continued serious behaviour will result in escalating consequences. The Senior Leadership Team (SLT) will use their discretion to determine which consequence is most appropriate based on the nature of the incident and the child's behaviour history. Wherever appropriate, this will be in partnership with parents or guardians.

In cases of significant misbehaviour, consequences may include:

1. Restrictions on outdoor play during lunchtime or break times
2. Reflection time away from peers, supervised by a senior leader (internal seclusion)
3. Fixed-term suspension
4. In exceptional circumstances, permanent exclusion

In cases where a child displays ongoing serious behaviour concerns, the school will seek to support the child through a Well Being Plan. This plan will be developed in collaboration with the child, their parents/guardians, and relevant school staff to address

specific needs and outline strategies for positive behaviour. In addition, the school may engage with external agencies, such as educational psychologists or behaviour specialists, to provide further support and ensure the child's well-being and progress.

7.3 Suspension or Exclusion Policy Addendum to School's Behaviour Policy

BHTP as part Transform Trust's follows policy which sets out the process that will be followed and the additional considerations around suspensions and exclusions that BHTP will apply.
Good behaviour and self-discipline lead to effective learning and help prepare children for life beyond the school gate. Where our approaches towards positive behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. We will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended). This policy should be read in conjunction with the Behaviour Policy and the SEND Policy.

Parents and guardians

BHTP works collaboratively in partnership with parents and guardians so that children receive consistent messages about how to support and achieve the expected standard of behaviour at BHTP.

We aim to build a supportive dialogue between the home and the school. We inform parents and guardians immediately if we have concerns about their child's welfare or behaviour or if there is a pattern of regularly receiving warnings.

We would like parents and guardians to:

- Be aware that we have school expectations and rules and to support their implementation
- Support the school's decision when applying consequences to deal with a specific incident

If parents and guardians have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the school complaints process.

8. Leadership

Senior leaders at BHTP will:

- Meet and greet learners, parents or guardians at the beginning and end of the day on the playground
- Be a visible presence around the BHTP site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice

• Support class teachers and TAs in managing learners with more complex or entrenched challenging behaviours

• Hold weekly Team Around a Child (TAC) meeting and use behaviour data to target and assess whole school behaviour policy and practice

• Regularly review provision for learners who fall beyond the range of written policies

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.”

- Haim G. Ginot *(paraphrasing a quote from the philosopher and author Johann Wolfgang von Goethe)*

Monitoring

The Pastoral Team monitor the effectiveness of this policy on a regular basis through weekly behaviour meetings and behaviour learning walks around the school.

The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps an electronic record of incidents of inappropriate behaviour on Scholar Pack (MIS).

The school keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Related Policies

- Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy V2 September 2023
- BHTP Child Protection and Safeguarding Policy
- BHTP Positive Handling Policy
- BHTP PSHE and RSE Policy
- BHTP Positive Relationships Policy (Anti-Bullying Policy)
- BHTP Staff Code of Conduct – Work Place Behaviours

Review

The policy to Promote Positive Behaviour and Relationships will be reviewed in the Summer Term 2027.