



Farsley Springbank Primary School

Be the best you can be. '



Relational and Behaviour policy

1. Vision and Rationale

At Farsley Springbank we are committed to building a safe, nurturing, and inclusive learning environment where behaviour is understood as communication, and emotional development is prioritised. We adopt a relational and restorative approach that is trauma-informed and follows an emotion coaching structure but is underpinned by clear and consistent rules, routines and boundaries. We believe that consistency and relational connection are the most effective ways to support children in developing self-regulation, empathy, and accountability.

2. Aims

- To establish clear, consistent routines and boundaries that help children feel safe and supported, while guiding them to take ownership of their behaviour and understand its impact on themselves and others
 - To create a culture that promotes positive behaviour through consistent approaches and emotionally responsive practice.
To use trauma-informed and emotion coaching strategies to support all children, particularly those with additional needs.
To ensure that we have the highest expectations so that everyone can learn in a safe, nurturing and inclusive environment.
- Our policy is built on respect earned through trust—not compliance through fear.

3. Roles and Responsibilities

All Staff:

1. Be Calm, Consistent, and Emotionally Available

- Stay calm and emotionally present for pupils, especially when they're dysregulated.
- Use consistent routines and language across the school.
- Respond to behaviour using emotion coaching approaches (see appendix)

2. Build Positive Relationships

- Get to know your pupils well — relationships come first.
- Model kindness, respect, and positive behaviour at all times (with staff and pupils).
- Set and maintain consistent rules, routines, and boundaries, creating a safe and supportive environment.

3. Focus on Positive Recognition

- Praise children by referring to the 3 rules – Respect, Ready and Kind.
- Use private reminders for correction, and public praise for encouragement where possible
- Use positive recognition systems in school

4. Respond to Behaviour Relationally

- Challenge unacceptable behaviour using consistent, respectful approaches – name the behaviour you want to see.
- Use restorative conversations to repair and reconnect after incidents.
- End the day on a positive note, especially after conflict.

5. Support and Reflect Together

- Support your colleagues — we're all in this together.
- Take ownership of your interactions and seek support when required
- Actively engage in CPD on trauma-informed and relational practice.

Senior Leaders:

- Provide training and coaching on trauma-informed, emotion coaching and relational behaviour approaches.
- Model the above approaches and be available to support staff and children
- Monitor behaviour trends and ensure children are accessing the correct support
- Actively support staff wellbeing so staff are able to be present and emotionally available for the children.

Pupils:

- Be kind, respectful, and ready.
- Reflect on behaviour and engage in restorative conversations
- Follow rules and routines and boundaries set out by adults in school

Parents:

- Support their child to follow school approaches
- Inform school if there are any changes in circumstances that could affect their child's day
- Engage in any training/workshops offered by the school
- Contribute to personalised plans for their child

4. Behaviour Expectations

Our behaviour expectations are simple and clear:

1. Be ready (to learn, to engage)
2. Be respectful (to each other, to the environment, to school property, to themselves)
3. Be kind (kind hands, kind words, kind thoughts)

5. Emotion Coaching and Trauma-Informed Practice

Emotion coaching underpins our responses to an incident (*see appendix A*):

1. Recognise and validate the emotion
2. Name the emotion
3. Set limits on unsafe behaviour
4. Support problem-solving and self-regulation

Trauma informed practice is weaved into everything we do at Farsley Springbank from the way we greet children each morning with warmth and predictability, to how we support regulation through safe spaces, trusted adults, and emotion coaching. We understand that behaviour is communication and

respond with empathy, consistency, and connection. Our approaches are built on building respect through trust rather than compliance through fear.

6. Responding to behaviour

We want our children to become intrinsically driven to follow rules, adhere to boundaries and understand the impact of their behaviours on themselves and others above the need to follow these for the gain of rewards or fear of sanctions. We recognise that in order to get to this, children need positive recognition when displaying behaviours that are in line with our school rules and consequence intervention when they are not.

Positive Recognition

Some examples of how we would use positive recognition at Farsley Springbank:

- Personalised praise referring to our 3 rules
- Quiet word or phonecall/email home
- Earning points as part of a team/class
- Receiving a badge or special mention
- Visit to another member of staff to share their successes

Consequence intervention

Consequence intervention is a supportive response to behaviour that gently guides children to reflect, take responsibility and repair, helping them understand the impact of their actions while maintaining connection and trust. Where possible we use natural consequences as these happen as a result of behaviour, without being imposed as a punishment. When they are supported by an emotionally available adult, they can be powerful opportunities for learning and reflection.

When rules/boundaries are broken (see *Our Behaviour System Appendix B*)

Firstly, and most importantly, if required, we support the child to regulate. We apply either natural or pre-agreed consequences with calmness and consistency ensuring these are proportionate. Some examples could be:

Behaviour: Child shouts at a peer in frustration.

Consequence: Restorative conversation at break time or lunch time to understand the impact and rebuild trust.

Behaviour: Child repeatedly disrupts group work.

Consequence: Temporarily works in a quiet space, with reflection and a plan to rejoin when both parties agree they are ready to participate positively.

Behaviour: Children don't complete work due to distraction/talking etc.

Consequence: Children have to complete the work and take part in a reflective conversation during another time e.g break/lunch

We offer a fresh start once restoration has taken place, ensuring children feel safe, accepted, and ready to re-engage. Repeated or serious behaviours are addressed through pastoral support, personalised plans, family involvement and support from specialist services.

Where children have reached a level of dysregulation that is not safe and unable to regulate within the classroom setting, the following are used:

- 'Time in' (instead of time out)– the opportunity to co-regulate with a safe adult
- Reflective time with a safe adult
- Encouragement to move temporarily to a safe space with supervision

Positive handling

In rare circumstances, staff may use positive handling to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of positive handling are used as a last resort and are rare. The staff who use these are appropriately trained.

Off site

The rules within the policy will still be adhered to even when off-site. This can include, but not limited to:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequence intervention may also be applied where a pupil has broken school rules off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

This intervention will only be carried out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Online

The school will use consequence intervention to pupils for online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

This intervention will only be carried out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7. Restorative Conversations (see Appendix C)

When rules/boundaries have been broken we use restorative conversations that follow a simple script: We would always start with asking the child, 'Are you ready to talk?' (Is the child feeling regulated so that they can engage in the conversation)

- What happened?
- What were you thinking/feeling at the time?
- How can we put this right?
- What can we do differently next time?

8. Support and Intervention

For children who are requiring more support there are a number of things we can offer:

- Take part in sessions with our learning mentor who can use a number of specific resources/intervention
- Personalised Plans/BIPRAs that are created collaboratively.
- Staff use co-regulation and predictable scaffolding.
- Emotionally available adults are identified as go-to support people.
- Time-in, not time-out: distressed children remain connected to trusted adults.
- Referrals can be made to outside agencies who can provide specialist support

9. SEND and Reasonable Adjustments

We follow the DfE's guidance on inclusive practice:

- Behaviour is considered in the context of each child's needs.
- Personalised Plans are co-produced with families including the voice of the child.
- School will anticipate, as far as possible, all likely triggers of behaviours and put in place support to prevent these from occurring.

10. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether the way the pupil is presenting is linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

11. Hate incidents and Hate Crime

Farsley Springbank is a No-Outsiders school where we believe 'All different, all accepted'. Should a Hate incident take place we would report to 'Stop Hate UK' which is a charity that has been commissioned by Leeds City Council. These are the five nationally monitored strands:

- Disability
- Race
- Religion/Faith
- Sexual orientation
- Transgender identity

Incidents deemed as hate crime will be reported directly to the police. A hate crime is legally defined as:

'Any hate incident which constitutes a criminal offence, perceived by the victim or any other person as being motivated by prejudice or hate'

All hate incidents and hate crimes must be reported immediately to the Headteacher.

12. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy

13. Mobile phones (including smart watches)

Mobile phones and smart watches are allowed on the school site but the following arrangements are in place to mitigate the risks of distraction, disruption, bullying and abuse:

- Phones are to be turned off by pupils as they enter the school site in the morning and placed in the school phone box.
- The box is kept in the school office where they are not accessible until the end of the school day
- There will be exceptions to the rules for medical or personal reasons
- At the end of the school day, mobile phones and watches are collected from the school office and not turned on until off the school site.

14. Confiscation

Any prohibited items (see below) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers
- Fireworks
- Pornographic images

Any article 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 the property of, any person (including the pupil)

15. Zero-tolerance approach to sexual harassment and sexual violence

At Farsley Springbank, we maintain a zero-tolerance stance toward all forms of sexual harassment and violence. Every child has the right to feel safe, respected and protected, without exception.

As outlined in *Keeping Children Safe in Education 2024 (Part 5)*:

"Sexual violence and sexual harassment... can occur between two or more children of any age and sex... it can occur online and face-to-face... and is never acceptable... All staff are advised to maintain an attitude of 'it could happen here.'"

How we support and respond:

- Education & Prevention: Through our PSHE, RSE, and daily relational practice, we teach respectful relationships, boundaries, and consent.
- Open Reporting Culture: We empower pupils to report concerns—no matter how minor they feel—ensuring every voice is heard and taken seriously.
- Proportionate & Supportive Responses, tailored case-by-case and always guided by the child's needs and context.
- Education and restorative conversations, helping pupils understand impact and rebuild trust
- Separation and supervision during investigations and until safety is assured
- Protective measures, such as adjusted arrangements and risk assessments
- Proportional consequences, guided by our relational behaviour policy
- Parental involvement, offering collaborative care and support
- Multi-agency referrals or reporting, including to: Early Help, Children's Social Care, The Police

<https://www.farsleyspringbank.co.uk/safeguarding-and-child-protection-policy/>

16. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will follow the behaviour policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

17. Staff Development

All staff receive CPD on:

- Trauma-informed approaches and attachment theory
- Emotion coaching and co-regulation
- Restorative practices and de-escalation

And can request training from SLT

18. Pupil transition

To support a smooth and emotionally safe transition into a new school year, pupils take part in transition sessions with their new teacher/staff to build familiarity and connection. Staff also hold detailed transition meetings to ensure a consistent, joined-up approach. Where appropriate, key information about pupils' relational, emotional or behavioural needs is shared sensitively and constructively, so that support can be in place from day one and positive relationships can be built from the start.

19. Monitoring and Evaluation

Behaviour data is tracked and analysed termly. We evaluate:

- The impact of relational practice on behavioural incidents
- Patterns among vulnerable groups (e.g. SEND, PP)
- Feedback from pupils, staff, and families

Annual review includes updates to reflect policy effectiveness and changes to DfE or Ofsted frameworks.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child protection policy
- Keeping Children Safe in Education
- Anti-bullying policy
- Care and Control policy

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools (pending update for a revised edition 2025/2026)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

This Relational Behaviour policy and written statement of behaviour principles will be reviewed by the headteacher and the full Governing Board every three years unless there is a need to do this earlier. At each review, the policy will be approved by the headteacher.

Policy approved September 2026 to be reviewed in September 2027

Appendix A - Emotion Coaching

What this means in practice (how co-regulation works)

Step 1: **Recognising the child's feelings and empathising with them**

(*'I understand how you feel, you're not alone'*)

Step 2: **Validating the feelings and labelling them**

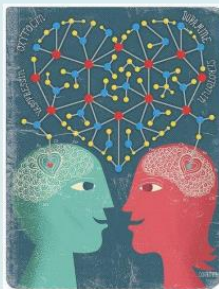
(*'This is what is happening, this is what you're feeling'*)

Step 3: **Setting limits on behaviour (if needed)**

(*'We can't always get what we want'*)

Step 4: **Problem-solve with the child**

(*'We can sort this out'*)



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Step 1 and 2. examples

- *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'*
- *'I can see you're frowning and I'm wondering if you're feeling worried.'*
- *'I can see that what has happened has maybe made you feel cross... that's understandable.'*
- *'I wonder if you're feeling frustrated because of all the writing that needs to be done... it's hard to keep going with things we find difficult.'*

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Step 3. examples

- *'These are the rules that we have to follow. Doing that is not ok.'*
- *'We can't behave like that even though you are feeling annoyed because it is not safe.'*
- *'You're cross because I took the ball away from you... but we cannot have balls in class, they are the rules. I will keep it safe for you.'*

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Step 4. examples

- *'Next time you're feeling like this, what could you do? It might be useful to let a teacher know. How could you do that?'*
- *'How do you think you could manage this next time or if it happens again?'*
- *'We need to figure out what to do next time. Have you got any ideas.'*

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Our behaviour system

Follow our 3 rules:

Ready --- Respect --- Kind

Positive reinforcement – visual, verbal comments, team points, badges, email/phone call to parents, special mentions, headteacher awards.

Not following the 3 rules

Visual reminder

(Look, point to work, hand on shoulder, stand next to child, use of widget symbol)

Intended outcome: Child changes behaviour and visual/verbal reinforcement given
e.g thumbs up/‘*Thank you for now being ready*’

If behaviour continues:

Verbal reminder

(in private where possible)

Validate feeling/difficulty and reinforce school rule/expectation. Focus on what you need them to do.

e.g *'I can see you are finding this tricky, I can help you but I need you to listen when I am speaking. That is showing respect.'*

'I wonder if you are feeling frustrated, that's ok but I need you to get your book out and pick up your pencil. That is being ready.'

Intended outcome: Child changes behaviour and visual/verbal reinforcement given
e.g thumbs up/*'Thankyou for now being ready'*

If behaviour continues...

Verbal instruction

Time to change (Time in) - Verbal reminder repeated and instruction given to take some time to change/reflect/regulate. This could be in the book corner, in another classroom, library area, on the carpet etc. Reflection sheet may be offered.

Consequence intervention – natural consequence given where possible/ 5 mins to complete missed work at break/lunch. This will always take into account the incident and the child.

Reset conversation

Takes place when appropriate (possibly break/lunch) and follows the same script each time:

What happened?

How were you feeling?

How can we make it right?

What can we do next time?

Intended outcome: Child changes behaviour and fresh start given

If children engage in higher level behaviours e.g. physical assault.

Reset conversation

Takes place when appropriate (possibly break/lunch) and follows the same script each time:

What happened?

How were you feeling?

How can we make it right?

What can we do next time?

Consequence intervention – This is decided based on the incident and the child

Next steps if required: Meeting with parents, create a personalised plan, complete a

Reflection



What happened?



How were you
feeling?



How can we make
it right?



What can we do
next time?