



Front Street Relationship and Behaviour Policy September 2025

BENEATH EVERY BEHAVIOR THERE
IS A FEELING. AND BENEATH EACH
FEELING IS A NEED. AND WHEN
WE MEET THAT NEED RATHER
THAN FOCUS ON THE
BEHAVIOR, WE BEGIN
TO DEAL WITH
THE CAUSE,
NOT THE
SYMPTOM.

ASHLEIGH WARNER



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We believe that every child in our school matters and that they have a basic entitlement to be safe and happy at school. Every child has the right to learn and achieve their full potential in a well-run, orderly school, with good behaviour in every classroom.

We want children to belong, believe and then behave.

Our vision, values and rights are illustrated below.



Everybody has the right to:

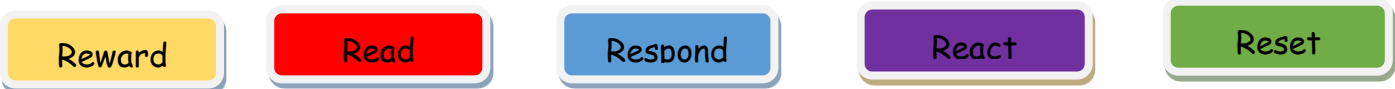
- Learn
- Be safe
- Be treated with respect



All staff praise and reward positive behaviour through a variety of rewards.

We use the '5 Rs' to help manage behaviour in school:

The Front Street 5



Reward - promote all positive behaviour through rewards e.g. praise, Dojo, sticker etc.

Read - the situation. Can you identify the cause/trigger?

Respond - appropriately. We do not shout, stand pupils in a corridor, humiliate or talk down to a pupil.

React - Follow the steps/stages outlined, depending on the type of behaviour.

Reset - support the child to regulate their behaviour and return to their task.

At times rewards might vary in order to maximise effect and motivation for good behaviour. The SEND Policy outlines how some children might be supported in line with their need.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions effectively.

Underpinning this **Relationships and Behaviour policy** is the belief that everyone can learn to self-manage and regulate their own emotions and behaviour. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our **Relationship and Behaviour Policy** is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

Front Street treats all children with unconditional respect, positive kind regard and has high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.



Our approach to promoting positive relationships and behaviour is strengthened by the United Nations Convention on the Rights of the Child (UNCRC)

Policy Aims

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships - both the professional relationships between teachers and the ways in which pupils and teachers treat each other - is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Orderly atmosphere is collective. Communication is very important and all pupils and staff need to know exactly what is expected of them.

At Front Street Primary all behaviour, whether positive or negative will be linked to our vision, values and rights.

Everyone has the right to:

- **Learn**
- **Be safe**
- **Be treated with respect**

The emphasis in our school is on recognising and encouraging positive behaviour in order to reinforce and encourage further good behaviour.

Key Aspects of our Relationship and Behaviour Policy

- Daily Meet and Greet for children and parents/carers
- Corridor Kindness (being noticed)
- Clear routines and expectations in class and school (including transitions & lining up)
- Visual Timetables in class and individual (where required)
- Thorough transition processes for new pupils year/start of the year
- Use of consistent, positive language, actions and keeping calm.
- Acknowledgement and validation of feelings through Zones of Regulation
- An emphasis on relational repair through restorative approaches
- An ethos where mutual respect for all is an expectation.
Graduated Response (see table below)

We all have a responsibility to create a safe, caring and happy learning environment built upon strong relationships.

- **Being fair is not about everyone getting the same** (equality) but about everyone getting what they need (equity)
- **All behaviour is a form of communication.**
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support,
- **Putting relationships first** by promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.
- **Maintaining clear boundaries and expectations around behaviour.** In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise the young person from their peers, school community and family, leading to potentially more negative behaviour.
- **Understanding that all behaviours are not a matter of 'choice'** and not all factors linked to behaviour of a pupil are within their control. Therefore, the language of choice (eh good choice/bad choice is not always helpful).

- **Behaviour must always be viewed systematically and within the context of important relationships** for example look at the relational damage or affect rather than an internal problem.
- **Encouraging parental involvement is crucial** when addressing and planning support for a child's social, emotional or mental health needs

It is everyone’s responsibility to respond to and provide for the emotional wellbeing of a child.

Here are the non-negotiable systems we have in place to promote and uphold positive relationships in school.

- Daily Meet and Greet for children and parents/carers
- Corridor Kindness (being noticed)
- Clear routines and expectations in class and school (including transitions & lining up)
- Visual Timetables in class and individual (where required)
- Thorough transition processes for new pupils year/start of the year
- Use of consistent, positive language, actions and keeping calm.
- Acknowledgement and validation of feelings through Zones of Regulation
- An emphasis on relational repair through restorative approaches
- An ethos where mutual respect for all is an expectation.
- Listening Ladders
- Our vision, values and rights are illustrated below.

At Front Street we follow:



Everybody has the right to:

- **Learn**
- **Be safe**
- **Be treated with respect**



Zones of Regulation

All children are aware of the Zones of Regulation. Children know that all the zones are okay.

The ZONES of Regulation™

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Everyone has the right to:

- Learn
- Be safe
- Be treated with respect

When dealing with any inappropriate incidents, it is important to refer to the school expectation (learn, be safe, be treated with respect) that has not been adhered as an anchor point. Similarly, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated, to further develop children's understanding and knowledge of these.

For low level behaviours, which do not pose a health and safety risk to adults or children, we will follow the process below;

Reminder - A reminder of the three school expectations. (see above). This is delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.

Stop and think- Give children time to reflect and self-regulate or change behaviours.

Consequence and Repair - When the child is completely calm and self-regulated, a quick restorative conversation at an appropriate time and place will be initiated. A safe and fair consequence might be agreed. This may include discussing the behaviours with parents/carers to support/ follow this up at home.

Formal Discussion - If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents/carers notified. Parents/carers will be invited to take part in the discussion if deemed appropriate. The Phase Lead will be the senior person in the first instance, then AHT or DH DHT/HT if deemed more serious.

Adult Language (including body language and use of voice):

- We are careful what we say and how we say it.
- We are respectful and non-judgemental.
- We use positive language, saying what should be done rather than what shouldn't (eg walk down the corridor rather than stop running)
- Voices remain calm and in control.
- Language is kept to a minimum when a child is in fight or flight.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language focuses on the feeling not the behaviour.
- Language shows empathy towards a child.
- Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood.
- We set clear expectations for the future.
- Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right.

See framework below:

Reminder



I will be given a reminder of the expected behaviour.

I will then show the expected behaviour.

Stop and think



I will stop and think about what I need to do to show the expected behaviour.

I will ask for help if I need it, use the Zones of Regulation or use my toolbox to help me show the expected behaviour.

Consequence & Repair



I need to fix what has gone wrong.

People around me can help me to do this.

What has happened might be shared with my grown-ups.

I will think about how I can do it differently next time.

Formal Discussion



I need more help to see where I can fix things.

Adults outside my classroom and at home will be involved and help me to do this.

For a minority of pupils, tailored individual emotional regulation plans will be established as part of a graduated response. These will be coordinated by Mrs L Bolton (SENDSCO) and will reflect the young person's needs as well as an agreed set of approaches to support them to regulate themselves appropriately

Where appropriate an individual risk assessment will also be completed to safeguard the pupil, their peers and the adults supporting the individual. Parents/carers will be involved in the writing, and review of these documents. These will be reviewed and adapted where necessary for children in school, to ensure they are safe to implement for staff and children during this period

Roles and Responsibilities

Maintaining positive behaviour and mutual respect is the responsibility of **all**. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Children need to understand that for every negative action there is a consequence.

However, the individual needs of the child and the context of any incidents will be taken into account when deciding what action needs to be taken.

In our school, applying consistent and fair sanctions is informed by considering two factors, the level (or severity) of the negative behaviour and the frequency (or context) in which it occurs.

The following table is used to inform the level of sanction given.

This will take into account **learning needs and reasonable adjustments.**

Level	Dealt with by	Behaviour examples	Possible Actions (Action)
Level One refers to low level negative behaviour	<i>Class teacher, teaching assistant</i>	Shouting out Failing to keep on task Unkind remarks Pushing Running in corridors SEE ABOVE - Reminder	Praise the positive behaviours you want to see. Where behaviour does not meet expectations, a reminder of the expectations are given and privately delivered. The adult makes them aware of their behaviour and explains they have a choice to do the right thing. The child may have several reminders before moving to stop and think. Conversation with pupil - reminder of rights and expectations. Consequences of actions talked about with the child Regulation in another room Purple folder Parental contact

Level Two refers to more serious negative behaviours	SLT	Persistent level 1 behaviour Unsafe behaviour. Threatening / Aggressive behaviour, Disregard for authority Refusing to comply SEE ABOVE - Consequence and repair & Formal discussion	Private, low-key explanation of expectation not followed (calm but firmer). Re-iteration of expected behaviour to the child. Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise.)  SLT involvement Reminders of rights and expectations Parental contact. Logged on CPOMS Loss of breaks Loss of privileges
Level Three refers to the most serious types of negative behaviour.	HT/SLT	Recurrence of 2 Any form of discrimination - Racism, sexual, ethnic, focused Bullying, HBT bullying, discriminatory language, child-on-child abuse Any violent behaviour with intent to hurt another person. Bringing a vape or lighter into school Bringing a weapon onto the school premises.	Conversation with adult. The Year Group leader of member of the SLT may support with this if needed. Whatever has gone wrong is put right – completing work, restorative/repair conversation with another child, fixing/clearing up, time doing something positive with the person they have upset. The focus here is on repairing what has happened and following the original expectation. The repair must be relevant to the expectation that has not been met.

			This may mean further consequences e.g. loss of free time for a period of time. The child must be regulated before following this step. Child removed from current setting and asked to work in different area of the classroom or partner classroom. Loss of breaks Discussion with parent/carer A written record of incident recorded on CPOMS 
Level 4 Repeat offence of level 3	HT	Child repeats the behaviours after involvement of parents and internal exclusions and close monitoring	Direct referral to HT or DHT. A written record recorded on CPOMS Parental involvement. Incident of discrimination logged in accordance with LA/ National policies and legislation. - Logged as a Hate Crime Outside agencies may be involved Potential for short term exclusion

Exclusions

- Exclusion guidance is based upon current Gateshead MBC and DCSF guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal exclusion, managed move.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter within one school day.
- Detailed records of incidents are kept and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
 - Verbal abuse.
 - Violent or threatening behaviour.
 - Persistent, defiant, disruptive behaviour.
 - Bullying.
 - Racist or homophobic abuse.
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
- On return there will be a re-integration meeting, based on restorative practice, and an outline of the steps to be taken to achieve a successful return.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one-off offence.

Support agencies can be asked to contribute help, e.g.,

- ✓ The Educational Welfare Officer
- ✓ The Social Services Department may shed light on some difficulties being faced with the family background.
- ✓ The Behaviour Support Service.
- ✓ Educational Psychologist.

The pupil him/herself may also contribute to his/her own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about

his/her work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised.

As a last resort, the pupils may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Relationship and Behaviour Policy requires close co-operation between parents, teachers and children. Parents/carers should discuss the school expectations with their child, emphasising that they support these expectations because they keep everyone safe and happy.

Attending parents' evenings and other events and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without a calm and conducive learning environment and parents/carers should recognise that staff will deal with behaviour fairly, consistently and appropriately taking into account the needs of the child.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We have developed a clear step by step guide for when any incidents of bullying occur in school.

In school we address and prevent bullying by:

- Delivering the Jigsaw PSHE lessons
- Links to SEND Policy
- Assemblies
- Workshops
- Pastoral support
- Targeted intervention groups
- Use of external agencies
- Ensuring ALL our staff are vigilant and aware of their responsibilities
(attending Safeguarding training)

In school we address and prevent cyberbullying by:

- Teaching of eSafety every term as part of the Computing Curriculum
- PSHE curriculum
- Quick response to any reports of cyberbullying

For guidance on child-on-child abuse and sexual violence and harassment please see our Safeguarding Policy 2025

Use of Reasonable force - see below.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control and a physical intervention may be necessary to keep themselves and others safe. There are a number of staff at Front Street School who are certified in the Team Teach and follow the policy and procedures for Physical Intervention (refer to Physical Intervention below).

Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be recorded on a separate Physical Intervention form and also on CPOMS. A meeting will be held with a member of SLT to discuss the intervention and debrief. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

SEE BELOW

Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies 2013'

'Positive Handling and Restraint Policy'

The term 'reasonable force' covers the broad range of actions which may be used by teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes - to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot: • use force as a punishment – it is always unlawful to use force as a punishment.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- ✓ Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- ✓ When comforting a distressed pupil;
- ✓ When a pupil is being congratulated or praised;
- ✓ To demonstrate how to use a musical instrument;
- ✓ To demonstrate exercises or techniques during PE lessons or sports coaching; • To give first aid.