

Martin Primary School

Relationships and Behaviour Policy

Reviewed and ratified by the Governing Body: summer 2025

Date of next review: summer 2026

1. Introduction

This policy outlines our approach to behaviour management, underpinned by a trauma-informed ethos. We recognise that every child is an individual and the best way to support behaviour is by tailoring the management to the needs of the child. We recognise that behaviour is a form of communication, and we strive to create a safe, supportive, and nurturing environment that fosters emotional well-being, resilience, and positive relationships.

Martin Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our aims are:

- To provide a safe environment free from disruption, violence, discrimination, bullying, and any form of harassment.
 - To enable all pupils to behave in a way that shows respect and care for themselves, others, and their environment.
 - To help and support pupils in accepting and following the whole school ethos and behaving appropriately in school and out of school on educational visits, or when wearing our school uniform.
 - To ensure equality and fair treatment for all.
 - For the whole school community (including parents/carers) to understand and follow our Behaviour Policy.
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2. Core Principles

- **Safety:** ensuring all students feel physically and emotionally safe.
 - **Trust and Transparency:** building relationships based on consistency and reliability.
 - **Collaboration:** engaging students, staff, and families in restorative and supportive approaches.
 - **Empowerment:** encouraging student voice and agency in behavioural expectations and responses.
 - **Understanding and Sensitivity:** recognising the impact of trauma on behaviour and responding with empathy.
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3. Legal framework

Legal Framework and Related Policies

This policy aligns with statutory guidance including:

- Education Act 1996, Education and Inspections Act 2006
- DfE 'Behaviour in Schools: Advice for Headteachers and School Staff' (2024)
- DfE 'Mental Health and Behaviour in Schools' (2018)
- DfE 'Keeping Children Safe in Education' (2023)

It operates in conjunction with:

- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Complaints Policy

UN Rights of the Child

Article 3:

The best interests of the child must be a top priority in all things that affect children.

Article 4:

Governments must do all they can to make sure every child can enjoy their rights.

Article 28:

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in school must respect children's dignity. Richer countries must help poorer countries achieve this.

4. Expectations of Behaviour

We set high expectations while providing the necessary support to meet them. Our expectations include:

- Respect for self, peers and all adults.
 - Kind and inclusive interactions.
 - Engagement in learning with a positive attitude.
 - Safe and responsible choices.
 - Respect for our school environment and equipment.
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5. Roles and responsibilities

The Governing Body have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- Collaborating with the Governing Body, headteacher and the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Acting in accordance with the statement of behaviour principles made by the Governing Body, and having any regard to guidance provided by the Governing Body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO is responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Updating CPOMs, as required.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
 - Informing the school of any changes in circumstances which may affect their child's behaviour.
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6. Trauma-Informed Strategies



To support positive behaviour, we use strategies that consider students' past experiences and emotional needs:

- **Relational Approach:** staff build strong, trusting relationships with students.
 - **Predictable Routines:** consistent structures to help students feel secure.
 - **Emotional Regulation Support:** teaching self-regulation skills through mindfulness, de-escalation techniques, and sensory strategies.
 - **Restorative Practices:** encouraging reflection, repair, and learning from mistakes rather than punitive measures. Before children have a restorative conversation, they need to be in the green zone to ensure they are emotionally regulated and ready to engage effectively.
 - **Flexible Responses:** recognising that different children require different support.
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7. Positive Noticing and Rewards

We believe the most effective way of managing behaviour is by recognising when children are doing the right thing.

At Martin Primary School we do this in lots of different ways

- Children can earn awards which are celebrated in the weekly assemblies
 - Rights Respecting Award
 - Star of the Week
 - Playground Champions
 - Secret Superstar
 - Rewards in the classroom - personalised reward systems with the aim of noticing as many "good behaviours" as possible
 - MTS stickers
 - House Points
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8. Managing Behaviour of Children including those with SEND

Children including those with Special Educational Needs and Disabilities (SEND) may require additional and tailored support to manage their behaviour effectively. Our approach includes:

- **Individualised Support Plans:** Developing personalised behaviour support plans that align with each child's needs and strengths.
- **Differentiated Strategies:** Adapting strategies to ensure accessibility and effectiveness.

- **Collaboration with Specialists:** Working with external professionals to provide appropriate interventions.
- **Use of Visual Supports:** Providing visual schedules, social stories, and communication aids to support understanding and expectations.

Visual Timetables

Processing

What are they?

There are 4 types of timetable that we use to display the appropriate visuals. The type of timetable display used should be tailored to the child/young person's cognitive understanding.



First and Then or Now and Next (Later)

Working Left to right the First/ Now column signposts the present activity and the Then/Next column signposts what will be happening straight after.

The Then/ Next column should always be a motivating activity/toy to support the transition and help reduce anxiety around what is happening. This may mean always offering a known favourite activity or choice after each work activity. The work activity should also be intrinsically motivating and exciting.

Later is an option 3rd column build.



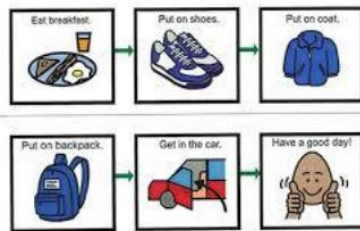
Green Drop Down with Red Finished pocket

Activities are placed on the green drop down timetable in the sequence they will be happening.

When the activity is finished the child/yp should remove the visual from the green drop down timetable and place in in the red finished pouch.

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Morning Schedule



Using My Zones

Zones helps me label my feelings. I can also tell others how I am feeling with my Zones visual.

It is okay to be in any zone throughout my day.

I need to focus on what to DO when I am in each zone in order to stay calm.

When I feel upset, frustrated, angry, or worried, I can use something from my sensory box.

- **Sensory Regulation:** Incorporating sensory-friendly strategies and spaces to help students manage sensory overload and anxiety. Children can access sensory circuits throughout the day.
- **Staff Training:** Ensuring staff are equipped with knowledge and skills to support children including those with SEND effectively.

Sensory Circuits

Sensory Circuits always consist of three sections in the same order:

Alerting	activities that provide vestibular stimulation and get your heart pumping
Organising	activities that require multi-sensory processing and balance to organise your body and plan a sequence of movements
Calming	activities that leave you feeling calm and focussed and ready to work

Alerting activities

- running on the spot or between two cones
- dancing to music
- hopping
- skipping
- pushing against the wall
- crawl through a tunnel
- count your breaths

Organising activities

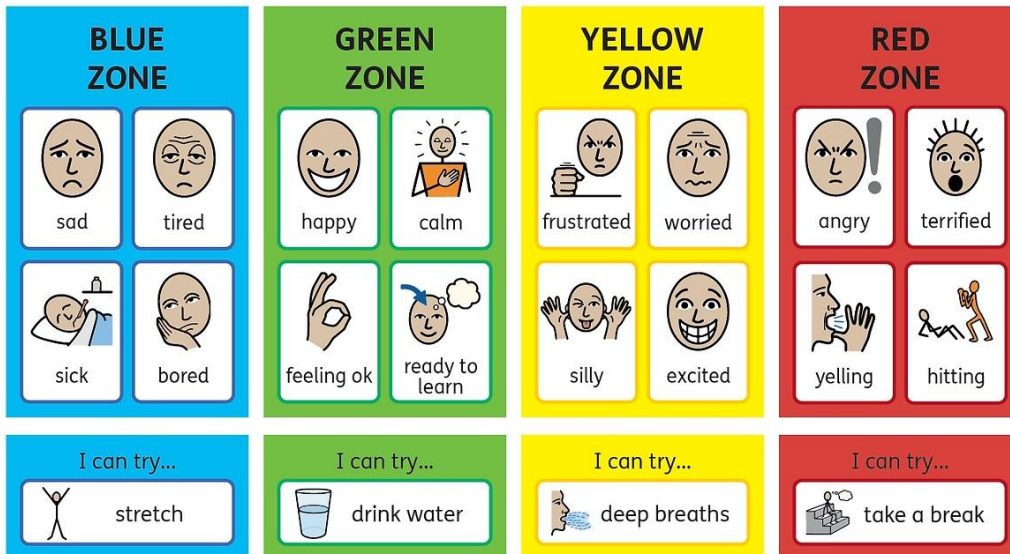
- bouncing on the trampoline
- bouncing on a yoga ball
- jumping star jumps
- rolling a tyre
- obstacle course
- walking along bench while picking up beanbags

Calming activities

- press ups
- rock back and forth on yoga ball, weight bearing on hands
- carry a heavy rucksack back to class

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9. Zones of Regulation



The school has adopted the Zones of Regulation approach, which helps children develop awareness of their feelings, energy, and alertness levels while managing difficult emotions. The children are encouraged to:

- Recognise when they are in different Zones and learn how to self-regulate.
- Increase their emotional vocabulary to explain their feelings.
- Develop empathy by recognising when others are in different Zones.
- Understand that emotions, sensory experiences, and the environment influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

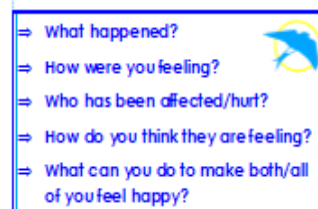
10. Responses to Behaviour

We approach behaviour with understanding, aiming to support students rather than punish them. Responses include:

- **Proactive Support:** Identifying triggers and providing early interventions.
- **De-escalation Techniques:** Using calm, non-confrontational approaches to diffuse situations.
- **Emotion Coaching approach:**



- **Restorative Conversations:** Encouraging students to reflect on their actions and their impact on others.



- **Personalised Support Plans:** Implementing tailored strategies for students with identified needs.
 - **Consequences:** Reasonable and proportionate consequences used where necessary, with a focus on preventing recurring misbehaviour. Please see Appendix 1
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11. Staff Training and Development

All staff receive training in trauma-informed practices, including:

- Recognising signs of trauma and adverse childhood experiences (ACEs).
 - Emotion coaching approaches to behaviour
 - Using de-escalation and relational strategies.
 - Implementing restorative approaches effectively.
 - Understanding SEND and SEMH needs in relation to behaviour management.
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12. Support for Staff after an Emotionally/Physically Challenging Incident

- SLT to speak to member/s of staff immediately after incident
 - Staff member/s to have a break
 - SLT and affected staff to reflect on incident and agreed outcomes
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13. Working with Families and External Agencies

We work in partnership with parents, carers, and external agencies to ensure a holistic approach to behaviour support. Open communication and joint problem-solving are key to sustaining positive change.

14. Monitoring and Review

This policy will be reviewed regularly to ensure it remains relevant, effective, and aligned with best practices in trauma-informed education.

Conclusion

By embedding a trauma-informed ethos within our Relationships and Behaviour Policy, we create an environment where all students feel valued, supported, and empowered to make positive choices. Our aim is to nurture resilience, emotional well-being, and a strong sense of community.

Links:

Emotion Coaching Barnet EP Training video <https://www.youtube.com/watch?v=J2oTdr-3jVw>

Zones of Regulation More About Martin Slides <https://www.martinprimary.org.uk/more-about-martin-meetings/>

Trauma-Informed Consequences

Low-Level Consequences (for minor infractions like talking in class, not participating etc.)

- ✓ **Reminder of expected behaviour → Gentle, empathetic redirection**
 - ◆ **Instead of:** A blunt command, e.g., "Stop talking."
 - ◆ **Use:** A calm, relationship-based approach, e.g. "*I can see you're excited to share—let's take turns so everyone can listen.*"

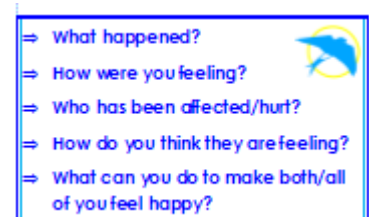
- ✓ **A quiet word from the teacher or teaching assistant → Check-in using a regulation tool**
 - ◆ **Instead of:** A reprimand, e.g., "You're disrupting the class again."
 - ◆ **Use:** A curious, supportive approach, e.g. "*I noticed you're having trouble focusing. Do you need a break or a strategy to help you settle?*"

- ✓ **Change of seating position → Offer choices**
 - ◆ **Instead of:** "You're moving seats now!"
 - ◆ **Use:** "Would you like to move to a quieter space, or take a few deep breaths and stay where you are?"

- ✓ **Name on the board or warning system → Private cueing & positive reinforcement**
 - ◆ **Instead of:** Publicly shaming a child by writing their name on the board.
 - ◆ **Use:** A positive reward strategy, e.g. bronze, silver and gold, where children can only move up.

- ✓ **Losing minutes of Break Time → Earning time back through self-regulation**
 - ◆ **Instead of:** "You've lost 5 minutes of Break Time!"
 - ◆ **Use:** "You have lost 5 minutes of break time but let's take a moment to reset. If you can show me you're ready, we'll figure out how to earn your time back!"

- ✓ **Spending some playtime inside for reflection → Restorative conversation**
 - ◆ **Instead of:** Sitting in silence as a punishment.
 - ◆ **Use:** A guided reflection with prompts like:



Escalated Consequences (for continued or more serious infractions)

- ✓ **Time out in a different space → Break & calm time**
 - ⚡ **Instead of:** Being removed to another class as a punishment.
 - ⚡ **Use:** adult to explain "let's go for a calm-down time where we can regulate and reflect before rejoining your class".

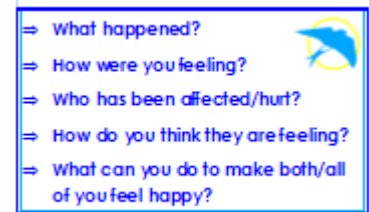
- ✓ **Senior leader check-ins for negative behaviours → Champion check-ins**
 - ⚡ **Instead of:** Checking in only when behaviour is bad.
 - ⚡ **Use:** A supportive check-in with a trusted adult to build self-regulation skills.

- ✓ **Meetings with parents/carers → Collaborative problem-solving**
 - ⚡ **Instead of:** Calling parents only to report misbehaviour.
 - ⚡ **Use:** A solution-focused discussion where the child is involved in creating a plan.

- ✓ **Home/school book for communication → Focus on strengths & solutions**
 - ⚡ **Instead of:** A log that only tracks negative behaviour.
 - ⚡ **Use:** A balanced approach that acknowledges:
 - What went well?
 - Where was there struggle?
 - What strategies helped?

- ✓ **Involvement of Phase Leader → Restorative, not punitive, discussion**
 - ⚡ **Instead of:** Immediate discipline.
 - ⚡ **Use:** A restorative meeting, where the student discusses:
 - ⇒ What happened?
 - ⇒ How were you feeling?
 - ⇒ Who has been affected/hurt?
 - ⇒ How do you think they are feeling?
 - ⇒ What can you do to make both/all of you feel happy?

- ✓ **Referral to external agencies → Early intervention & strengths-based support**
 - ⚡ **Instead of:** Using referrals **only as a last resort**.
 - ⚡ **Use:** **Proactive support**, like Learning mentor support, appropriate interventions, **champion programs or support from external agencies**.



Serious Behaviour Incidents (e.g., violence, bullying, refusal to follow school rules, etc.)

- ✓ **Involvement of Senior Leadership Team (SLT) → Restorative, not punitive, discussion**
 - ✦ **Instead of:** Immediate removal and discipline.
 - ✦ **Use:** A restorative meeting, where the student discusses:
- ⇒ What happened?
⇒ How were you feeling?
⇒ Who has been affected/hurt?
⇒ How do you think they are feeling?
⇒ What can you do to make both/all of you feel happy?
- ✓ **Temporary Internal Exclusion (spending a day in another class or part of the school) → Supportive reset space**
 - ✦ **Instead of:** A one-size-fits-all exclusion.
 - ✦ **Use:** A personalized plan, which might include:
 - Emotional coaching from a mentor.
 - A plan to re-enter the classroom successfully.
 - ✓ **Temporary External Exclusion (being sent to another local school) → Restorative reintegration**
 - ✦ **Instead of:** Simply sending a child to sit in another school with no plan.
 - ✦ **Use:** A structured re-entry with a:
 - Support plan (e.g., a trusted adult for check-ins).
 - A restorative meeting before returning to class.
 - ✓ **Temporary External Exclusion (being sent home) → Restorative reintegration**
 - ✦ **Instead of:** Simply sending a child home with no plan.
 - ✦ **Use:** A structured re-entry with a:
 - Support plan (e.g., a trusted adult for check-ins).
 - A restorative meeting before returning to class.
 - ✓ **Permanent Exclusion → Last resort with trauma-sensitive review**
 - ✦ **Instead of:** Immediate exclusion for extreme behaviour.
 - ✦ **Use:** A multi-agency review to explore alternative interventions before making this decision.

Please also see the school's Suspension and Exclusion Policy, available on the school website.

Why This Works

A trauma-informed approach does not mean removing consequences—it means:

- ✓ Helping students understand & regulate behaviour.
- ✓ Focusing on growth rather than punishment.
- ✓ Building trust & safety to reduce future incidents.

Key Takeaways:

- ✓ Consequences focus on teaching, not punishing
- ✓ Self-regulation tools are embedded at every level
- ✓ Students are given choices, reflection time & supportive interventions