



Orchard Lea Federation Relationships and Behaviour Policy

Date agreed: July 2026

Date for renewal: July 2027

Every Child, Every Day

Rationale

At Orchard Lea we believe that every individual has the right to learn, work and play in a school environment which is happy, supportive, safe and secure. This policy is designed to ensure that all members of our community work alongside one another to create a positive behaviour culture so that all children feel valued and are able to thrive.

A key principle of our behaviour policy is recognising the many positive ways our children behave and communicate with one another, and celebrating these successes in the moment. At the same time, we recognise that behaviour can be a complex aspect of school life.

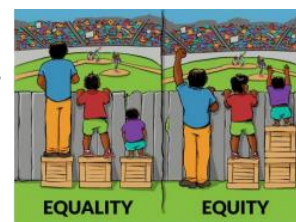
Therefore, a clear focus within our relationships and behaviour policy is in our relational approach to behaviour, which helps children develop essential life skills such as empathy, resilience, and positive communication. This approach is designed to embed positive behaviour choices, supporting children in making decisions that last well beyond the classroom. It focuses on understanding what the behaviour is communicating, whilst holding clear and consistent boundaries, identifying consequences that link to a child's behaviour choice. It centres on the explicit teaching of behaviour so children learn how choices have an effect on those around us; whilst supporting children to develop strategies to help them when they are in distress.

This policy supports and reflects the values and principles we uphold as a school. It is underpinned by our Learning powers which are Caring Koala, Ready Robin, Observant Owl, Mighty Mouse and Busy Bee. As pupils progress through the federation they will refer to the values rather than the characters. More information about these values can be found in our teaching and learning policy and on our school website.

We believe that every child should be provided with what they need so that they can have the same opportunities to experience success as their peers. During their time at Orchard Lea, children will be taught the difference between equality and equity so all pupils can understand and trust that adults in school make things fair for them.

By this we mean:

- Equality means each individual or group of people is given the same resources or opportunities.



- Equity involves giving people what they need in order to make things fair and just.

This policy is to be read in conjunction with the Foundation Stage policy; Safeguarding and Child Protection policies; SEND policy; Health and Safety policy; Use of Reasonable Force policy and our Equalities policy. It supports the school's teaching in curriculum policy and areas such as PHSE, SMSC as well as our commitment to British Values. We recognise that we have a responsibility to prepare our pupils for the next stage in their school career as well as to ensure that they will later become good citizens. Various guidelines from the DFE such as

Keeping Children Safe in Education and Behaviour and Discipline in Schools can also be read in conjunction with this policy.

What we know:

- Children learn best in environments where they feel safe and secure, where expectations of learning and behaviour are high, and where strategies to manage behaviour are consistently applied throughout the school.
- Children's brains develop in response to their experiences in relationships. This means that if we want to support development in children, we need to understand their specific social and emotional needs at each age/stage and then provide them with the right set of expectations, experiences and relationships to meet those needs.
- Children begin school with a wide range of lived differences, individual experiences, and Social, emotional, mental health (SEMH) needs and their individual contexts can have an impact on their behaviour choices.
- We understand that all behaviour is a form of communication, and we seek to find the underlying cause in order to support children to develop their emotional regulation.

What do we do:

- We adopt a relational approach to meeting the emotional and social developmental needs of all children and young people.
 - Our approach is rooted firmly in building safe, strong and trusting relationships between children and the adults that work with them. We use our class charter (see 'we expect our children to' section which outlines this class charter) to ensure children and adults understand our behaviour expectations and the potential consequences if these expectations are not met.
 - We adopt an approach that gives every child the opportunity to rebuild and repair when something goes wrong and learn from experience.
 - We use a range of strategies to support children's emotional wellbeing, so that we can lay strong foundations to support every child's future mental health and give them the skills and resilience they need to access learning and reach their full potential in life.

Through adopting a relational approach our intended outcomes will be:

- To develop social and emotional competence.
- To develop self-esteem.
- To develop children's resilience by supporting them in times of challenge.
- To empower responsible decision making.
- To improve self-discipline.
- To increase empathy.

We expect our staff to:

- Model relational behaviour to one another in our daily interactions. This means illustrating positive communication, modelling empathy and respect to one another.
- Follow the behaviour policy, seeking support or clarification from colleagues as and when necessary.
- Act as positive role models, modelling through actions and words, kind, respectful behaviour.
- Actively notice, recognise, praise and celebrate positive behaviour in the moment, particularly linked to our learning power values.
- Understand that behaviour is a communication and work alongside children, parents, colleagues and outside agencies to ensure the best outcomes for the children in our school.
- Take responsibility for the behaviour of pupils in their care, taking time to listen to children and respond.
- Deliver well organised, prepared lessons adapted to meet the needs of the children.
- Reflect on situations and respond to the needs of the children/situation.
- Be approachable to pupils and parents.
- Teach pupils to develop good friendships and relationships through the delivery of our curriculum (PHSE and assemblies)
- Pass on any concerns about children or their families to a Designated Safeguarding Leader.
- Create a warm, safe learning environment, with high expectations for all, embedding routines that become habitual.
- Celebrate when our children illustrate they are demonstrating our learning power values.

We expect our parents to:

- Act as positive role models, modelling through actions and words, kind, respectful behaviour.
- Support with their child's behaviour and engage with the school when necessary.
- Approach the school with concerns and speak to school staff with respect.
- Respect that pupils in school have different needs and support the school to promote inclusion.
- Work with the school to ensure that all pupils can learn without disruption.
- Establish good routines and boundaries at home.
- Inform school of any changes to home life that may impact on a child's well-being.
- Encourage their child to take part in their learning and school life.
- Uphold our school policies, seeking clarification from school staff when needed.

We expect our children to:

Follow instructions and the rules agreed in the class charter, as follows:

- Be polite, courteous, show and demonstrate respect to others.
- Show kindness in our words and actions, to our environment and members of the school community.
- Demonstrate our school key learning powers which are: mighty mouse, busy bee, respectful robin, observant owl, ready robin and caring koala. In the Junior school these powers will be used by name only.
- Take responsibility for their actions and participate in the repair process after an incident.

Alongside this we expect our children to:

- Embrace opportunity and give all of the areas of the curriculum a try.
- Represent the school when off-site by upholding our values all the time.
- Work as part of the school team.
- Wear school uniform and follow guidance about footwear, jewellery and hairstyles.
- Speak to us when there is a problem and follow the guidance we give in response.

How do we recognise when a child has behaved as we expect, made good improvements or progress?

We understand that positive behaviours encourage growth, cooperation, and respect. We recognise that for the majority of our pupils they consistently make positive behaviour choices.

Examples of Positive Behaviour:

- Demonstrating our learning power values.
- Sharing and helping others, we know this builds trust and cooperation.
- Following our class charter consistently, we know this creates a safe and predictable environment.
- Expressing feelings calmly, we know this enhances communication and understanding.
- Showing empathy, we know this strengthens social connections.
- Completing learning consistently and to the best of their ability, we know this ensures skills are continuously being built on and embedded for future learning.

How we celebrate: We recognise that the majority of our children consistently behave as we would expect, often going above and beyond to demonstrate our school values. We celebrate individual successes in a number of positive ways.

- Through our relational communication we narrate to the child about what they have done to meet our behaviour expectations, giving specific praise in the moment.
- We give stickers to recognise an achievement or a value that has been demonstrated.
- We give positive reinforcement in our individual feedback and marking.
- We will ask the child to share their learning with a different adult for additional recognition and praise.
- We can nominate the child for a certificate in a Friday celebration assembly.
- We will give children, who demonstrate they are consistently responsible, their own roles within our classroom to celebrate how they are a role model to others.
- We feedback when we have noticed a particular success to parents, this might be informally at a drop off or collection time or via a telephone call home.
- We will send a postcard home in recognition of a child's consistently positive behaviour.
- We discuss these positive behaviour choices as part of our parents evening discussions and in our reports home.

Creating a community: House points

House points underpin our whole school reward system here at Orchard Lea. It encourages a team ethos, giving children a shared community to interact with staff and peers from across the school to develop new and stronger relationships. When children join our community, they will be placed into one of our School Houses. Each house will have staff attached. The Houses will come together in a House Assembly at the

start of every new term. House Captains are elected from Year 2 and 6 children for each team, and they have the important role of providing positive leadership to the children in their House. Team Captains will be elected termly. The team with the most points at the end of each term will be rewarded twice a year.

How children can earn house points:

One house point will be rewarded when a child demonstrates one of our learning powers as mentioned above. More than one house point will be awarded if a child goes beyond our expectations up to a maximum of 5 points.

The Year 2 and Year 6 House Captains will collect the class points each week. We will celebrate our winning house during a Friday Celebration Assembly. All staff are able to award team points. For example, a Lunchtime Supervisor may award a point because a child kindly helped in the lunch hall.

What if a child does not behave as we expect?

Whilst the vast majority of our pupils are well-behaved and meet expectations consistently, we recognise that behaviour is best supported through strong, trusting relationships, where children feel safe. We prioritise positive reinforcement and praise to celebrate the many moments when children make good choices. In our approach to developing positive behaviour, all staff hold firm boundaries so that when behaviour is not as expected, this is consistently followed up. When a child does not meet expectations, staff respond using a relational approach: they take time to connect with the child, explore what has happened, and understand the feelings or needs behind the behaviour. All staff members, including support staff, speak with the child calmly and clearly, outlining what has occurred, which expectation was not met, and what needs to happen next. Consequences are then shared with the child in a way that centres on learning from what has happened; these may include natural, logical, or protective consequences depending on the context. Additionally, a restorative conversation supports the child to repair any harm, rebuild relationships, and develop strategies for future situations.

What do we mean by consequence?

We follow a relational approach when applying consequences, using the language of natural, logical and protective consequences and these words are shared with the children as part of any discussion that is taking place.

Natural consequences. These occur without adult intervention. They arise directly from the behaviour.

Although natural consequences can help pupils, there are times where natural consequences are not suitable: 1. When pupils could be at risk e.g. putting themselves or others in danger 2. When natural consequences have negative impacts on others or themselves e.g. damaging others property / hurting other people.

Examples of these behaviours	Natural Consequence
Refuses to wear a coat	Feels cold outside
Does not listen to instructions	Doesn't understand what to do next
Interrupts friends repeatedly	Peers stop engaging

Logical Consequences: These are used if natural consequences are not possible or safe. Logical consequences are created by adults and are directly connected to the behaviour. They teach responsibility and repair.

Examples of these behaviours	Logical Consequence
Throws classroom materials	Helps tidy and repair
Doesn't follow agreed routine	Re-does the routine with support in a play time
Does not complete learning	Misses part of playtime to complete work, followed by a relational conversation about positive change

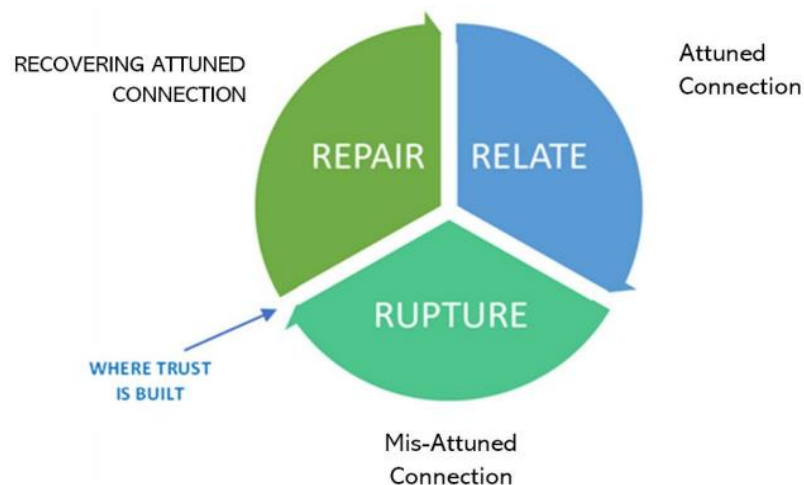
Protective consequences: These are used when safety, wellbeing, or regulation is at risk. They are safeguards, not punishments.

Examples of these behaviours	Protective Consequence
Escalating distress	Reduced demands and co-regulation offered
Attempts to harm self/others	Immediate safety measures
Hurts a child and leaves a mark	Spends lunchtime or playtime with SLT

Relate, Rupture, Repair:

As part of our logical and/or protective consequences we use the term 'reflection and repair' and we think carefully about the context of the incident. We ensure that any subsequent repair time will be used to help children to understand the impact of their actions. All staff have access to a 'stages of behaviour' toolkit that gives a range of scenarios and can act as a guide when considering consequences and any follow up interventions that may need to be incorporated.

When a child is ready to engage in a restorative conversation, we use the relate–rupture–repair cycle to guide the process. This allows adults to reconnect with the child through calm, attuned interaction (*relate*), explore the moment where expectations were not met (*rupture*), and then work together to restore trust, repair any harm, and plan for positive change (*repair*). We aim for the member of staff who delivered the consequence to spend time with the child during the repair process, ensuring continuity, connection, and accountability. This repair work is facilitated in a number of ways, such as discussing what has happened, sharing together what could be done differently next time, and exploring how the rupture may have made each person feel. Through this approach, boundaries remain clear, consequences are meaningful, and relationships are strengthened rather than damaged. Where a consequence has been given, and the repair cycle is completed, children will be given a fresh start.



All staff have had training in relational language and how to use this to support children through the relate, rupture, repair cycle. This is an example of how to structure the process.

Aspect of the cycle	Purpose	Sentence Starters
Relate	Help the child feel safe, calm and connected before discussing behaviour.	• “I’m here with you.” • “This feels tricky, let’s pause.” • “I can see big feelings.” • “Let’s get calm together.”
Rupture	Explore what happened with curiosity, not blame.	• “Help me understand what happened.” • “What were you hoping for?” • “What got in the way?” • “Who was affected?”
Repair	Restore trust and plan for next time.	• “What needs to happen to fix this?” • “How can we make it right?” • “What could you try next time?” • “How can I support you?”
Boundaries with Warmth	Hold expectations calmly and consistently.	• “I care about you and need to keep everyone safe.” • “I’m helping you stop because this isn’t safe.” • “The expectation stays the same.”
Key Principles	Core relational practice.	• Connection before correction. • Curiosity over judgement. • Repair strengthens relationships. • Consistency with compassion. • Respond to lived experiences & SEMH needs.

Considerations for Children with SEND/additional SEMH needs

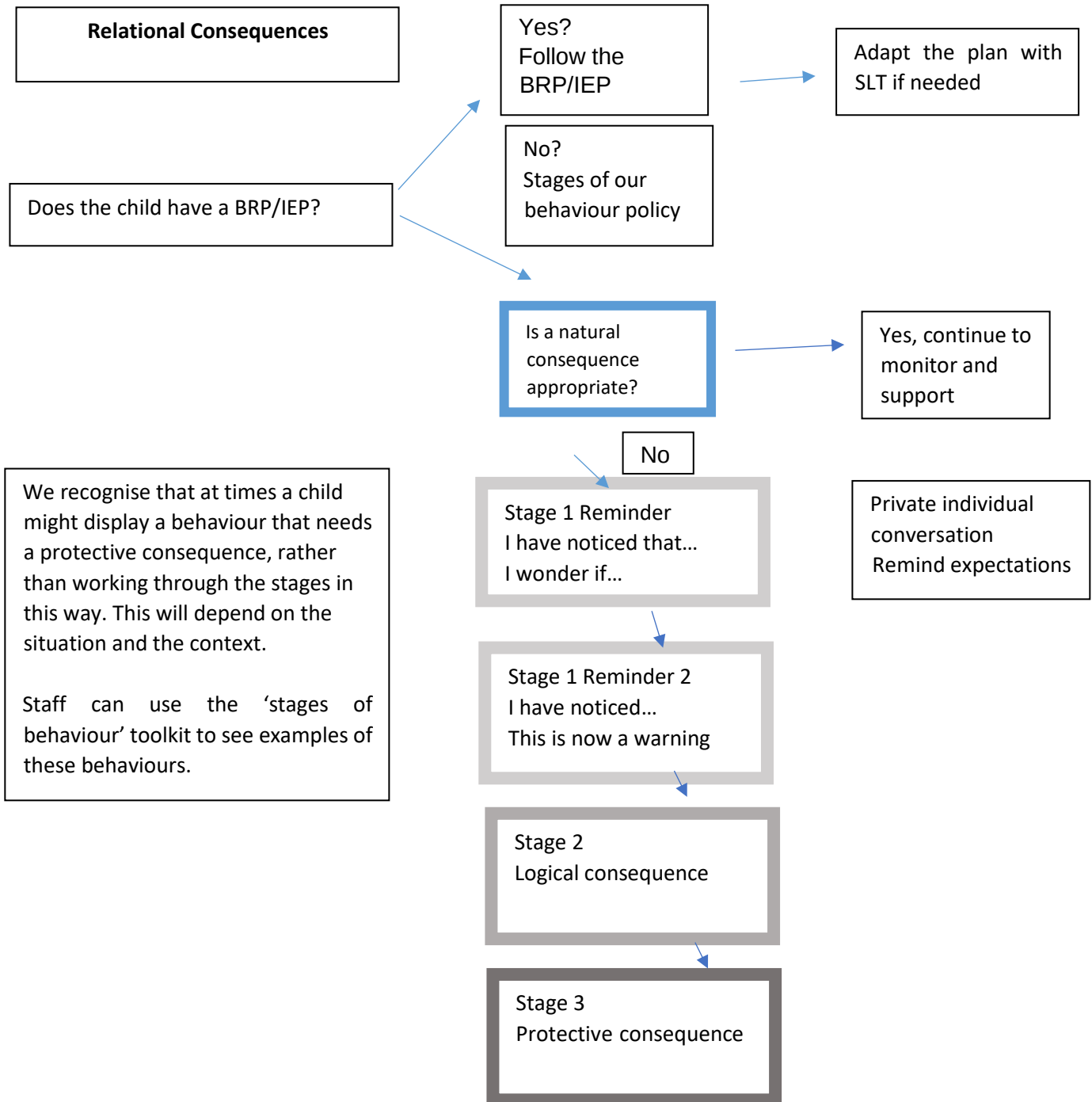
We recognise that all children are unique and some may need further considerations to this policy to ensure the provision they receive in school best meets their needs. We aim to identify and meet these needs proactively, in partnership with parents and external professionals where appropriate, and adjust where necessary. These children will have a Behaviour Response Plan (BRP) or an Individual Education Plan (IEP). These plans will be shared with parents and their views collated so that we continue to work collaboratively. Where a child needs a behaviour response plan, teachers will have support from the SENCO and/or behaviour lead to create a bespoke plan to meet the individual needs of that child. These plans will be implemented by the teacher and all staff involved with the child to ensure consistency.

Reasonable adjustments may include modifications to the curriculum, classroom environment, or teaching methods which aim to support the child to remain regulated. The BRP or IEP will also include personalised strategies that all staff will use when responding to both positive and negative behaviours. Where appropriate these children will have access to additional pastoral support; for example, ELSA, Thrive, TALA and additional explicit teaching of behaviours and regulation so that they are taught the skills needed to be able to make positive changes.

This is a personalised plan and may include other strategies that are not widely used with all children. If a child is given an individual reward system in which they can gather reward time for positive behaviour choices, once this reward time has been earned we will not take this away. If after a child has received tokens/stickers towards their reward time, they do not continue to make the expected choices, the logical consequence will be that they will not add to their reward time. Staff will support the children to then turn this behaviour around to make positive choices.

The BRP/IEP will be reviewed at least termly or sooner if there is a serious incident where strategies in the current plan are no longer effective or there is a health and safety concern. In this case an individual risk assessment will sit alongside the BRP and be reviewed at the same time.

How do we decide on a consequence and the level of consequence given?



Links to well-being

We recognise that behaviour is linked to well-being and often pupils may demonstrate behaviours as a result of how they are feeling or what has been happening in their lives. We will always listen to children and where necessary contact their families for additional information to help us to understand what the child is trying to communicate.

We ensure that pupils will receive support with their well-being through our PHSE curriculum and through encouraging pupils to have healthy lifestyles. We teach the importance of keeping safe online. We may also have additional events or themes in our wider curriculum such as, 'Well-being week' and 'Well-being Wednesday'.

What if another child was involved?

It is our policy to listen carefully to all the children involved in a dispute and, where appropriate, record the incident. We will deal with the situation as soon as possible. On occasions, pupils may be asked to write down their version of events. Sanctions will not be applied until we have spoken to all pupils involved. **We will never issue a sanction solely based on parental opinions expressed about another child. For example, in response to opinions expressed about another person's child on social media.**

How do we implement our behaviour policy in the Reception year?

When pupils enter Year R, our approach to behaviour is rooted in the EYFS Personal, Social and Emotional Development (PSED) learning goals, which emphasise self-regulation, managing emotions, building positive relationships and understanding boundaries. At this early stage, consequences might be applied differently from the rest of the school. Our priority is to teach children how to recognise and respect boundaries, establish predictable routines and develop key social skills such as turn-taking, sharing and resolving small conflicts. As the year progresses and pupils become more confident in these foundational skills, we gradually introduce elements of the whole-school behaviour policy. When a consequence is needed, we always consider the child's age, developmental stage and emotional readiness. For many younger pupils, they may be offered a short period of supported reflection time. During this time, an adult helps them understand what happened, how their actions affected others and what they can do to repair the situation. This approach ensures that consequences remain meaningful, developmentally appropriate and aligned with the PSED goal of helping children become increasingly independent, empathetic and responsible members of the school community.

Exclusions

We follow the Exclusions Guidance for Hampshire Schools when considering exclusion. Only the Executive Headteacher can exclude a pupil and parents do not have the right to demand the exclusion of another person's child. Parents would always be informed by the school on the day that an exclusion is issued. Work will be set for the child to complete at home. Exclusion is not a decision that will be taken lightly and will always be a last resort when all other avenues of support have been followed or only used for extreme incidents.

Reasonable force

Reasonable force is never used as a form of consequence. Any reasonable force will be applied as in accordance with our policy. Parents will always be informed and the incident must be recorded and reported to the Executive Headteacher immediately. The school will ensure that staff have suitable training for their role and we will always try to use de-escalation strategies before holding a child. Following the use of reasonable force, the school will evaluate its procedures and adapt plans/risk assessments if needed. At Orchard Lea, we have a 'code red' system that we use if we need to.

What happens if work is not being completed or finished to an acceptable standard?

If a child has not completed work or finished it to an agreed standard, then first of all we will reflect on our lesson and consider if the work was appropriate. If we think it was within the capabilities for the child and we know that our expectations for the outcomes were clearly set, pupils will be asked to stay in for part of their break time to improve or complete their work (a logical consequence). Should a child refuse to complete work or leave a lesson then where appropriate the incomplete work might be sent home to finish at the end of the day. Parents will be informed.

What if a child behaves unacceptably off site or out of hours?

On occasions we may think it necessary to tackle misbehaviour that occurred when a pupil was not in our school grounds yet behaving in an unsafe, threatening, inappropriate or unacceptable way. Examples of this could be for unacceptable behaviour when a child is taking part in a school-organised activity such as a trip or residential, the child is using social media inappropriately at home or an event that happens in a local park. In these cases, parents will be informed and we will use one of the sanctions mentioned above.

Lunchtimes

We will provide pupils with space and equipment to play at lunchtimes as well as a safe and comfortable place to eat their lunch. We expect all pupils to treat our space, staff and equipment with respect. Lunch staff are very much part of our team and we expect all pupils to treat them with the same courtesy as any other member of staff. Pupils should remain outside when not eating their lunch and we expect pupils to follow our systems for coming into the building to use the toilet.

Toilets

Pupils will be allowed to go to the toilets as needed although we will expect older pupils to be able to make use of break times. At lunchtime, we will implement a system that we expect pupils to follow to ensure that they are safe in the building. Any inappropriate behaviour occurring in toilets will be investigated by Leaders and may result in the school referring to our child on child procedures in section 6 of the Child Protection policy.

Moving around the school

On entry into YR, pupils will be taught how to line up and move around the school safely. These expectations will be reinforced regularly as pupils move through the Federation. We expect all pupils to

walk through the school quietly, respectfully and to keep their hands and feet to themselves. We will not accept pupils running through the school noisily.

Is it wrong to tell?

We have a policy where we encourage all children and adults to tell us if they need to talk about something. The children are asked to tell any adult in school if they do not find actions of others acceptable, if they feel or think others are intimidating, or if they or others feel pressured in any way. All Staff are trained on our whistleblowing procedures and are encouraged to follow the correct procedures if they observe any behaviour in adults that they feel uncomfortable with.

We acknowledge that child on child abuse could happen in this school and all staff have training on safeguarding our pupils. Staff will report any child on child abuse immediately to a DSL and also record concerns on CPOMs. Leaders will follow the stages outlined in annex 6 of our Child Protection Policy which may lead to a referral to an outside agency such as the Police or Children's services.

Spoken communication with the parent about the child's behaviour

Parents must not be alarmed if asked to come and discuss an issue, as parents are consulted at an early stage to try and be pro-active if a pupil's behaviour is beginning to cause concern. However, every little misdemeanour or incident will not be reported to parents, as we believe children have to learn to work alongside each other and try to resolve their own grievances. Indeed, some children are more exuberant than others or are particularly more tactile and they have to learn what is acceptable to others and what constitutes safe play.

How do parents communicate with the school if they have a concern?

We have an open-door policy and if a parent is concerned about a child's behaviour then they can contact us via the office, letter, e-mail or phone and we will speak to them as soon as possible. It is best to speak to the Class teacher in the first instance as initially they will know more details than the Leadership Team. If parents are still concerned or feel that the issue has not been resolved then they may contact a member of the Leadership Team. In the unlikely event that parents are still not happy with the outcome then our Further Complaints policy can be found on our school website.

What needs to be recorded and reported?

All staff are responsible for reporting and recording unacceptable behaviour. Issues at break times, offsite, reported by parents or of a serious nature should be recorded on CPOMS. Meetings with or phone calls to parents must be also logged on CPOMS. Any concerns that could be linked to a child protection must be passed onto the DSL immediately. Any use of reasonable force must be documented and given to the Executive Headteacher. In all cases where restraint is used, the parents will be contacted.

What are members of the school community responsible for?

The Leadership team will:

- Model relational behaviour interactions expected of the school community at all times.

- Ensure that all members of the school community understand this policy and that it is regularly reviewed, implemented and always accessible.
- Ensure that all staff have training appropriate to their role on induction and regular updates as appropriate.
- Ensure whole school training occurs as needed.
- Deploy staff effectively to enable pupils to be supported with their behaviour.
- Ensure records are kept and analysed.
- Liaise with outside agencies and refer any concerns about behaviour that may arise from a safeguarding/child protection issue.
- Report to the Governing body regarding the number of sanctions and data relating to key groups such as SEND.
- Meet with parents to discuss concerns if they feel that this policy has not been implemented properly.
- Reflect on any issues (such as use of reasonable force) and adjust as necessary.

The SENDco will:

- Liaise with staff, parents and outside agencies to provide the right support to meet the child's needs when needed.
- Plan for effective transition where needed. For example, when pupils move up to the next stage of their education.
- Ensure all paperwork and risk assessments etc are up to date and communicated.
- Ensure that SEND pupils with SEMH needs are well managed and supported in school.
- Ensure that all staff understand when a child needs additional support.

Governors will:

- Approve and discuss the policy and review it every three years.
- Receive and discuss reports concerning the implementation of the behaviour policy.
- Monitor and review behaviour incidences across the Federation.
- Hold Leaders to account for the implementation of this policy.

Staff training

Leaders will ensure that all staff have training at induction on the expectations and procedures in this policy. Regular reminders will be given to staff throughout the year and as needed. To ensure that staff have sufficient knowledge and the skills to undertake their role we will ensure that support and advice is used from Primary Behaviour Service (PBS).

Policy Monitoring and Review

This policy will be reviewed every three years by the governors. However, if new guidance or legislation is introduced the review will be moved forward. Staff will reread this policy every year, or more frequently if the need arises. New staff will discuss this policy with a school leader. The drafting or review of this documentation will be delegated to appropriate members of staff prior to wider consultation and discussion.