Rise Park Primary School

Relationships, Regulation and Behaviour Policy

2026-2027

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	September 2026
Date of review	September 2027

Introduction

This policy is written in line with 'Keeping Children Safe in Education' (2025) and the school's safeguarding policy. The senior leadership team (headteacher, deputy headteacher, SENDCo and ELSA's) from the school's behaviour team were all involved.
Rise Park Primary and Nursery School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community.

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 is to educate all as to how to recognise and regulate our emotions effectively. 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.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

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, Regulation and Behaviour policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

Intent:

At Rise Park Primary School, our expectations for behaviour are high and we want:

- Pupils to be confident, self-assured learners. Their excellent attitudes to learning should have a strong, positive impact on their progress. They should be proud of their achievements and of their school.
- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To support all children in the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To support children to develop high levels of self-control to enable them to succeed.
- For individuals or groups with particular needs, there should be sustained improvement in their behaviour. Where standards of behaviour were already excellent, they should be maintained.

- To help pupils behave with consistently high levels of respect for others and create a school environment in which communities are identified and celebrated, differences valued and nurtured and bullying, harassment and violence are never accepted.
- Pupils should work in partnership with staff to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils should feel safe at all times and understand how to keep themselves and others safe in different situations and settings. They should trust leaders to take rapid and appropriate action to resolve any concerns they have.

Our policy provides a framework for a happy, secure and caring environment in which children can develop as caring responsible people in a positive thriving school. A strong consistent and positive approach to appropriate and inappropriate behaviours and attitudes is taken in school so that children know exactly what to expect at all times. We are very proud of our commitment to positive behaviours and work hard to enable all our children to develop self-discipline and personal responsibility for their own behaviour, alongside consideration for others. We are also very aware that behaviour can be a means of communication and that when negative behaviours persist, these must be explored sensitively.

At Rise Park Primary School, we are proud of the excellent and positive behaviour for learning across whole school and feel that the carefully planned and engaging core and foundation curriculum are highly effective in ensuring high pupil motivation, engagement and commitment to learning.

School-wide Expectations

Roles and Responsibilities

Building and maintaining trusting relationships with children and each other is an expectation for all stakeholders at Rise Park Primary School. Here are the systems we have in place to promote a happy, caring and safe environment in school.

Governors

- To advise and support the head-teacher and leadership team

Head-Teacher

- Monitor that the policy is implemented consistently across school
- Report on effectiveness and impact of the policy
- Communicate the policy to all stakeholders

Staff

- An ethos where mutual respect for all is an expectation
- Use of consistent, positive language, actions and keeping calm

- Acknowledgement and validation of feelings through emotional coaching
- An emphasis on relational repair through restorative approaches
- Clear consistent routines and expectations in class and school (including transitions and lining up)
- Encourage pupils to recognise they can and should make good choices (expected behaviours)
- Follow the protocols of recognition and the graduated response of consequences
- Act as a role model for expected behaviours treating all members of the school community with respect
- Work collaboratively with parents to support their child's regulation needs
- Separate the inappropriate behaviour from the child
- Actively build trust and rapport by ensuring the child feels safe and is being heard

Pupils

- Keep themselves and others safe
- Be respectful of themselves and others
- Be emotionally aware of themselves and others
- Build and sustain happy and healthy relationships
- Use restorative approaches to repair harm and restore relationships
- Take responsibility for school resources and are ready to learn
- Do not dwell too much on the detail of an incident. Focus on sorting out the problem and move on

Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others
- Be positive role models for their children, building happy and healthy relationships
- Acknowledge their own emotional well-being and support their own child's emotional development

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Rewarding Positive behaviour

Every morning and every lunchtime, all of the children start on the colour green. Children can either move up to silver and then gold for showing exemplary behaviour. If they end the morning/afternoon on silver, they earn a token for their house team. If they end the morning/afternoon on gold, they will receive a Gold Star Card from a member of SLT. This gold star card will go home.
Each classroom will have a coloured chart displayed in their rooms. Children will have their names displayed on pegs. Behaviour will be rewarded or supported based on the School Steps to Success.



Excel and Exceed!
Aiming High attitude **recognised**!
On Track by following the School's Steps to Success
Think! (time out in the classroom) Reflect (time out in paired class)
Need Support

Rise Park's Steps to Success

We might not know but we always try.
Resilience

We show kindness to everyone.
Empathy

We show positivity in everything we do.
Positivity

We can work towards a common goal.
Teamwork

We celebrate everyone.
Individuality.

We think about the consequences of our actions.
Reflective

With all of the above steps, if a child then rectifies their behaviour, they can then have their peg moved back up. It would be one step at a time. The consequence has already been given to the behaviour through reflection. If there were to be repeated instances of the same behaviour, this needs to be flagged to SLT who can help support. It is important that accurate logging is made of this type of behaviour so that repeated patterns can quickly be identified and support put into place.

There will be some instances where behaviour will automatically bypass the above steps and move to Red and SLT will support with dealing with the behaviour. This includes but not limited to:

-Verbal abuse to children and/or adults
-Physical altercations with children
-Physical abuse towards adults
-Swearing
-Threatening behaviour
-Leaving the classroom without permission

Informing Parents

Parents/carers will be informed by the class teacher if their child has had to have reflection time in their paired year group class and the restorative conversations completed. They will not be informed if they have only had 'Think!' reflection within their own classroom. This may change if there are repeated incidents and this will be agreed with SLT first.

Tokens and Stampers

Tokens:

At Rise Park, each child in KS1 and KS2 belongs to a different colour house. Throughout the day, children can earn tokens for their house for demonstrating excellent behaviour, including learning behaviours. This can range from good manners in the dinner hall and opening doors for others to supporting a partner and challenging themselves in lessons. They may also receive a token for demonstrating one of our Steps to Success: teamwork, resilience, empathy, positivity, individuality and reflection. Any children who climb up our behaviour charts to silver by lunchtime or the end of the day will also receive a token. The tokens are counting up at the end of each half-term by the house captains and the winning house receives a treat of their choice such as an art afternoon.

Stampers:

At Rise Park, children in KS2 each have a stamper chart. They can collect stampers for excellent work. This might be for something such as an exceptional piece of learning, thinking creatively, contributing amazing answers in class etc. The stampers are recorded on the children's charts and on the 'Going for Gold' displays in each classroom. When children collect 50 stampers they receive a Bronze award; 100 is a Silver award and 150 is a Gold award. Children are awarded these during Celebrations Assembly on a Friday.

Lunchtimes

Sports ambassadors set up the playground to support positive play for lunchtimes and lead on interactive play. Isolated incidents of disruptive play are dealt with promptly by middays. If needed the child will have reflective time alongside the midday. Any further incidents or more significant incidents are dealt with by the class teacher or a member of SLT.

Pupils with Special Educational Needs or Disabilities

The SEND Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. At Rise Park Primary School, we understand that children may experience a wide range of social and emotional difficulties, or live with attention deficit needs or attachment needs. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school. As a school, we ensure that provision and reasonable adjustments are made for pupils' who are living with a special educational need or disability. All Staff receive regular and ongoing CPD for example, emotional literacy training and emotional coaching so that they are equipped with the necessary tools and resources to support pupils with behavioural challenges.

Whilst we will never condone inappropriate behaviours, specific adaptations to the Relationships. Regulation and Behaviour policy will need to be made for these children. To do this, we will support each child to identify their triggers. which will be individual for the child. Advice can also be sought from external agencies including Educational Psychology and the Autism Team about which strategies would be most beneficial.

Anti-Bullying Policy

At Rise Park Primary School, we are totally committed to creating and maintaining a school where bullying is not tolerated in any form, either against pupils or staff. All forms of bullying are entirely contrary to the values and ethos of our school community. All members of the school have a right to work in a secure, safe and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. Please read our comprehensive Anti-Bullying Policy.

Restorative Justice

At Rise Park Primary School, we believe that "good relationships need to be at the heart of everything a school does if effective teaching and learning are to take place". It is this philosophy that has inspired us to work towards, following a restorative approach to both offending and challenging behaviour, which puts repairing harm done to relationships and people over and above the need to assigning blame and dispensing punishment.

All of our staff are trained in restorative approaches and the children know how they will be helped to mend relationships when things go wrong. Year 6 pupil peer mediators support children on the playground and work closely with the staff to reduce incidents of negative behaviour.

Whole School Consequences

We acknowledge that there are times when, for a variety of reasons, children are unable to fully control their emotions and will display challenging behaviour. At these time school employs a system

of behaviour management which endeavours to ensure that children are able to feel safe and secure in school. This system enables teachers to teach and children to learn, the core business of our school. These boundaries must be stated regularly, firmly and clearly by class teachers, linked to our core values.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age and degree of need of the child, as far as sanctions are concerned. Likewise, it should be rare for a child to be sent to the phase leaders, deputy or the head teacher. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. It is important that the teacher or teaching assistant deals with most behavioural issues within the class, as firstly they need to establish their own discipline and secondly over use of sanctions reduces the impact of these.

Adaptations for EYFS

Children learning to recognise their own feelings and developing positive relationships with others is central to the EYFS curriculum. A restorative approach is used to support children when things go wrong and they need help to put them right. This is to help children to take responsibility for their behaviour and to develop empathy for one another.

After school clubs and school trips (including residential visits):

We have a variety of after school clubs, trips and residential visits that the children love to take part in and children are encouraged to join in. These activities are behaviour dependent. If a child displays negative behaviour this may result in them not being able to take part at that time. Sanctions are explicitly linked with the stages of behaviour, school behaviour log system and Gold Awards.

Mobile Phones

At Rise Park Primary School we encourage a no mobile phone policy for pupils due to the overall negative impact of phones in our schools: the distraction, the disruption and the occasional bullying. School must stress that the responsibility of phone usage out of school hours lies with parents and carers and not with the school.

The statutory guidance for schools, 'Keeping Children Safe in Education', puts legal responsibility on schools to ensure there is active supervision and monitoring of what students are accessing online.

Online safety, social media and the safe use of mobile phones will be addressed with students in Computing lessons, safeguarding assemblies and PSHE lessons. Any impact on wellbeing due to online abuse will of course be addressed in school.

If there are exceptional circumstance arising children can bring their phone into school. The phone stays in the office and is switched off all day. It is then collected at the end of the school day.

Exceptions and Exclusions:

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Children's Involvement:

All children at Rise Park Primary School are shown ways to develop good relationships and support each other both informally and formally. We have many systems in place including:

- Peer Mediators are responsible for playtime equipment and supporting the members of staff on duty; who help lead on behaviour initiatives, support their peers through mentoring and playtime/ assembly support and work alongside senior leaders to improve behaviour in school
- School Council feedback on any successes or issues in school and suggest ways forward
- A wide range of other pupil leadership teams who lead by example on a variety of priorities
- Regular pupil voice work

Parent/carers involvement:

At Rise Park Primary School, we value our parents and want them to support school with improving behaviour. We will deal with behavioural issues in school and will follow policy. If ever we have a cause for concern, we will invite the child's parents/carers into school to discuss what we can do together to improve their behaviour. One of the important aspects at Rise Park Primary School is how we expect the children and their parents/carers to co-operate and communicate appropriately with all staff.

Pastoral Support:

All teachers and support staff have an important role to play working to establish a sensitive environment, to promote a positive ethos, to listen and counsel children, to provide good role models for children and to ensure guest teachers are aware of procedure.

Rise Park is committed to a child-centred approach to teaching, augmented by an excellent pastoral support system to recognise good behaviour and maintain discipline.

Physical intervention:

When a child is refusing to move on instruction and is at risk of being unsafe towards themselves or others, physical intervention is required. Where a child's behaviour requires staff to employ reasonable force the school will work with all supporting agencies to develop a behaviour plan. Several staff are trained in de-escalation strategies and positive handling.

Rise Park Primary School follows the Local Authority policy on physical intervention as a last resort to keep children and staff safe.

Monitoring and Impact

Online behaviour logs are monitored by the senior leadership team each half-term. Names of individuals in each class are noted, as are patterns of behaviour. Analysis of negative behaviour looks at groups of pupils, including boy's vs girls, pupil premium vs non-pupil premium, ethnic groups, SEND vs non-SEND, etc. Information is also cross-referenced with safeguarding and attendance data.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It is also noted that in exceptional circumstances the senior leaders of the school might need to consult governors and defer from policy.

Review date: July 2027