



Galley Common Infant School

Relational Behaviour Policy March 2026

Written: March 2026

Reviewed:

Written by: Michelle Dodds

Approved by:

Vision and Values

At Galley Common,

Our school is safe, nurturing, happy place.

Where everyone feels valued and supported to be the best that they can be.

Our policy is linked with our values:

- Everyone is included
- Be the best that we can be
- Heart of the community
- Future ready

Galley Common is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relational behaviour policy guides all staff to teach self-discipline and regulation, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing conduct below expectations and dynamic interventions that support staff and learners.

Parental support is central to the success of this policy's implementation.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To provide a structure which can be followed by all staff, always.
- Enable all children to demonstrate excellent behaviour
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all- because this is how we do it here.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments to value all children

Purpose

To provide simple, consistent practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline

- Teach appropriate behaviour through positive interventions

Expectations

At Galley Common, we aim to promote positive attitudes and respect through our three school rules:



Based on the work of Paul Dix (2025)- When the adults change, everything changes; Ready, Respectful, Safe strikes a balance between rules and values and can quickly become embedded into school life.

Staff use these rules to highlight the behaviour they want to see around school. These simple rules ensure rewards and consequences are applied consistently. Expectations are reinforced through assemblies and in the way that staff and pupils interact throughout the school- persistently and consistently. The language of these rules permeates all conversations between staff and children, whether that is corrective or celebratory. E.g.

Training: I need you to be **ready**. That means...

Noticing: Thank you for being ready! I love that!

Nudge: Remember our rule about being ready.

See Appendix 1 for what Ready, Respectful and Safe looks like and sounds like at Galley Common.

Behaviour Curriculum:

Well-regulated behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good choices are more likely and poor choices less likely to occur.

In our school we expect a high standard of regulated behaviour from everyone. We have a set of behaviours that we expect to see from our pupils.

With the proper support and adjustments, we expect all pupils to be able to understand and respect the need for the following behavioural expectations.

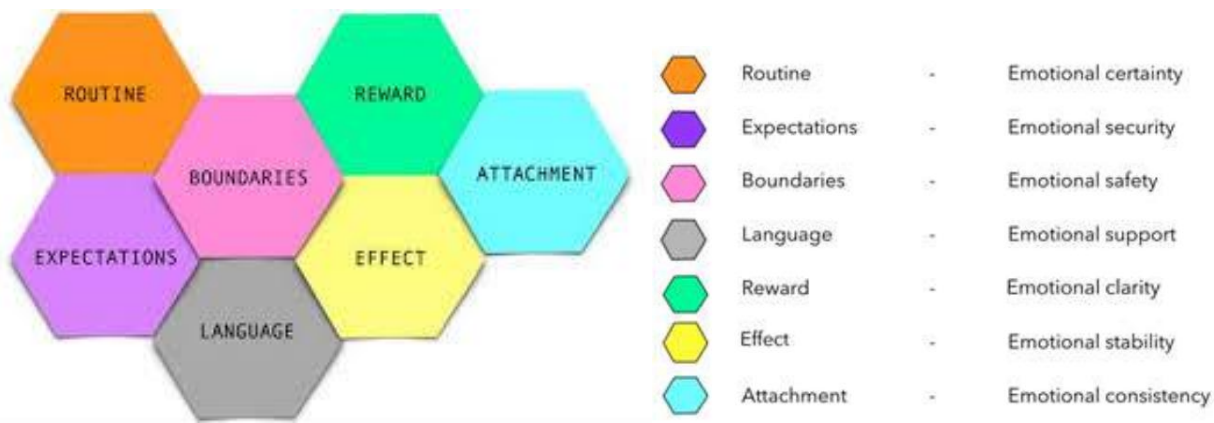
- Pupils enter the classrooms and learning areas quietly at all times. This includes the hall, and office area.
- Pupils follow adult instruction.
- Pupils show they are ready to learn.
- Pupils speak, respond politely and respectfully to other children and adults.

A set of school routines exist alongside our rules so that all children know what the expectations

This is how we do it here...

Our approach to behaviour and regulation at Galley Common is rooted in Marie Gentles' Containment Puzzle and the work of Paul Dix.

All parts of the Gentles Containment puzzle are equally important to make our children feel safe and to support positive behaviour. Each part of the puzzle meets the different emotional needs of children:



Puzzle	Need	This is how we do it here
Routine	Emotional certainty	Scripted expectations for pupils and staff for identified parts of the day e.g. coming into class, moving around school.
Expectations	Emotional security	3 simple school rules and what these look/sound like at Galley Common.
Boundaries	Emotional safety	Restorative conversations, reflecting on the effectiveness of the puzzle
Language	Emotional support	We recognise that all behaviour, verbal and non-verbal, is communication. Use of Emotional Coaching Scripts to support co-regulation. All staff using language of Ready, Respectful, Safe in all behaviour interactions.
Reward	Emotional clarity	Class Dojos awarded for demonstrating exemplary Ready, Respectful, Safe behaviours or Building Learning Power characteristics. Interactions with children positively identify behaviours or personal characteristics.
Effect	Emotional stability	Emotion Coaching recognises that all feelings are OK but all behaviours are not OK. Interactions separate the feeling from the person.
Attachment	Emotional consistency	All staff actively make positive connections with children across school to build relational currency.



We know that change in behaviour takes time but recognise that when a child's behaviour isn't as we'd expect, it's a teachable moment. When our approach is applied **consistently and persistently** by every adult, we provide the conditions for children to demonstrate excellent behaviour.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that

ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.” Paul Dix – www.pivoteleducation.com

When things are going well:

Class Dojo

All children in school are awarded Dojos. Dojos can be celebrated publicly or privately in class and a notification is sent home to parents.

At Galley Common, Dojos are labelled to reinforce the behaviours and effort that we want to see these include Ready, Respectful, Safe; all of the Building Learning Power characteristics and also specific behaviours that classes might be focussing on developing.

Star Award

Every week, a child is chosen from each class for demonstrating exemplary behaviour. Teachers use the language of Ready, Respectful, Safe in their certificate wording as a model for other children to aspire to. Photos of each week's winners are shared on Class Dojo. Certificates and examples of work are displayed on the Star Award wall. Teachers keep a record of children awarded a Star Award to ensure that all children are recognised for great learning during the year.

Interactions:

Children also receive praise through positive noticing and the interactions they have with adults which are positively worded towards our school rules or a child's individual characteristics. Language that ensures children feel emotionally safe by always talking about a child's 'behaviour' rather than who they are.

Pupil of the Day

A Pupil of the Day is selected in each class, linked to our PATHs PSHE scheme. During the day, the child wears a sticker to indicate that they have been chosen. Pupil of the Day leads the class lines around school, has a special seat in the classroom and receives from compliments from staff and peers which is written down and taken home to celebrate.

Headteacher Awards

Children who have completed an exemplary learning task, at their level, can visit the headteacher for an award. They are given a small praise note to take home and are presented with sparkly stickers from the headteacher to go on their piece of work and their t-shirt. Teachers keep a record of children sent for a headteachers award to ensure that all children are recognised for great learning during the year.

Lunchtime Awards

Each term, lunchtime supervisors choose one child from each class to receive a lunchtime award for their fantastic behaviour at lunch time. These children attend afternoon tea with the headteacher.

Golden Time

Each class has 15 minutes of golden time on a Friday afternoon, for all children, where they enjoy choice activities. During this time, the class teacher will identify 3 great things that have happened this week that the class is celebrating in Golden Time.

When things aren't quite right

When a child's behaviour isn't meeting our school expectations, all staff will follow the staged approach below. Throughout, adults maintain emotional safety, improving regulation and maximising learning time. Adults ensure that there is no blame or shame on the child.

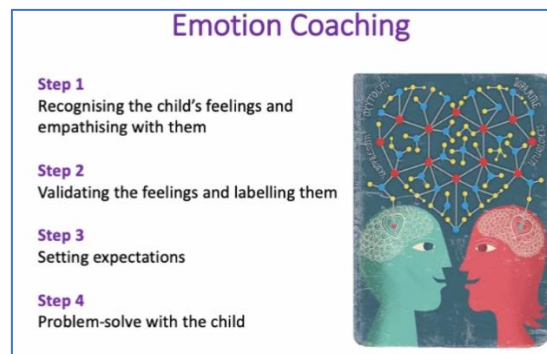
Appendix 2 outlines how Galley Common defines Low Level unacceptable behaviour and extreme/severe behaviour.

Conversations at each stage will be carried out privately with the children to reduce shame and embarrassment. The language used with link directly with Ready, Respectful, Safe and focus also on the impact on others. It is important that the staged approach does not become a ladder to remove children from class.

During such conversations, adults will ensure that pupils are regulated enough to participate and adults will use a calm, low voice.

Emotion Coaching

Before entering into a conversation about their behaviour, a child needs to be regulated. Using Emotion Coaching scripts supports children to work through a consistent approach to co-regulation and to build their toolkit of strategies to respond to their emotions over time. The following steps are available on staff lanyards to develop confidence and consistency,



1. NOTICE AND EMPATHISE

Notice any reactions and judgments the child's behaviour causes in you. Imagine a similar situation for an adult.

2. LABEL AND VALIDATE

Help your child to name what they're experiencing in this moment. *"I can see that you're angry. I would feel angry, too, if that happened to me..."*

3. SET EXPECTATIONS (if needed)

EC accepts the emotion, but not unacceptable behaviour. *"I understand you're feeling sad, but hitting your friend is not okay."*

4. PROBLEM SOLVING

When the child is calm, find solutions with the child. When possible, follow their lead in picking a solution.

The Staged Approach:

Stage 1- NUDGE A nudge reminder of our school rule e.g. Remember our rule about being safe? Take up time

Stage 2- WARNING like training e.g. I need you to be respectful. You're shouting out over the class. I need you to wait your turn. Take up time

Stage 3- LAST CHANCE (using micro-script) Take up time

Microscripts

Like Emotion Coaching, the micro script is used to ensure consistency. It is used by all adults in school and is a script that children are familiar with.

- I've noticed that...
- You know the school rules: we expect you to be ready, respectful, safe (pick which one applies)
- Remember when you... That's who I need to see today. I know you can do it.
- I expect you to...
- Thank you for listening.

Stage 4- RESTORATIVE CONVERSATION which might include a natural or logical consequence through the discussion.

Restorative Conversations

These discussions can take place anywhere. This can happen inside or out, sitting down together or while completing an activity.

Paul Dix's Restorative 5: (Available on Staff lanyards to develop confidence and consistency)

What happened?

Listen carefully to the child's account, then give your account. Be careful how you present your view and avoid 'and then *you* decided to...'

What were you thinking at the time?

This gives the child time to reconsider their actions and replay their thought process.

How did this make people feel?

Children may be unaware of how their actions affect others so this question gives children the opportunity to consider others.

Who has been affected and how?

The child might need guidance to identify who has been affected, other than themselves. As children become used to restorative conversations, they will find it easier to answer and, over time, it may become part of their intrinsic thinking, perhaps before they act. In this step, children are taught to use their conscious.

What should we do to put things right?

Knowing who has been affected and how, ask the child what they think needs to happen to make things right and repair those relationships.

Consequences

We aim to teach pupils about the consequences of their actions, both positive and negative, and the impact that they have on themselves and others. Instead of focusing on who is to blame, we focus on how to repair the situation and move forward. We do not use punishments or consequences where the goal is to shame, guilt or impose authority. Instead, we focus on natural and logical consequences when the behaviour of concern is low level.

- **Natural consequences** are those which happen automatically without anyone acting. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.
- **Logical consequences** may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child

Behaviour Plans

Severe/Extreme behaviour

At Galley Common, we have a zero tolerance policy towards extreme unsafe or serious challenge to authority- see Appendix 2. Behaviours within this category will be dealt with by a senior leader, in collaboration with parents. Interventions in school will be put into place, and if these are not successful, we will consider suspension or exclusion.

Removal from class

The safety of the children and adults is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher will stop the activity and the child will be removed from the lesson. If this is not possible, the class will be evacuated. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- c) to allow the pupil to regain calm in a safe space. It is the expectation that the pupil can return to the classroom in a calm and sensible manner before the end of that lesson and that they can then continue with their day.

These situations should go straight to a member of the Senior Leadership Team or to the Headteacher. It should be explicit to the child displaying this unacceptable behaviour and any victim of the behaviour that the incident has been taken seriously and that adults have responded to try and ensure it does not happen again.

Parents will be informed on the same day that their child has demonstrated extreme/severe behaviour. This will also be recorded on CPOMS (Child Protection Online Management System), and a consequence will be given.

Suspension and Exclusions

Exclusion from school is a last resort when pupil behaviour continually falls below our expectation. In Ofsted's Annual Report 2025 Sir Martyn Oliver stated: *'Headteachers must have these sanctions available to them, and their use isn't at odds with inclusiveness. There's nothing inclusive about accepting lowered expectations or putting children's education at risk because one child cannot behave.'*

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor choices, which have not improved following in-school consequences and interventions. Please see *Appendix 3*, which outlines the agreed consequences.

The Headteacher can decide to exclude a pupil for a fixed period or to permanently exclude them. At this school we follow the LA Guidance in relation to exclusion. Suspension and permanent exclusion would always be as a last resort or in response to an incident of extreme unsafe behaviour.

Searching Pupils

School staff can search pupils with their consent for any item which is banned by the school rules. We would ask children to retrieve items from pockets themselves or if appropriate to empty school bags or drawers. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs, and stolen items.

Use of reasonable force (1st April 2026 DfE)

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force, such as supporting pupils with significant needs, will be adequately trained in its safe and lawful use.

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, 14 Equality Act 2010 11 past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

If an assessment has been made to use restrictive interventions, staff will be supported in their decision making.

Records of physical interventions must be recorded by the staff member involved, as soon as possible, on the same day.

The record on CPOMS must include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

ACTIONS:

Staff must reflect on the event with a senior leader or headteacher. This will include supervision for the member of staff and also to evaluate the effectiveness of current measures in place to support the child. A record of this will be added to the CPOMS incident.

The views of the child involved will also be taken into account and recorded as an action on CPOMS.

Parents must be informed in person and in writing email or messaging including the information above.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group- Several Times, On Purpose (STOP).



Bullying can include emotional bullying, physical bullying, prejudice-based and discriminatory bullying, sexual bullying, direct or indirect verbal bullying and cyberbullying. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

We do not do this here...

Any corrective strategies that induce shame will not be used at Galley Common. This includes for example:

- Making a child stand 'on the wall' during break time
- Asking a child to stand outside the classroom or at the side of the room
- Writing names on the board
- Taking away Dojos or Golden Time
- Seclude children for non- disciplinary reasons
- Whole class punishments

Reasonable adjustments

We recognise that some children will need additional support to change their behaviour. Staff are able to make adjustments to the reward system to support children such as creating individual reward charts or choice times, as well as adding personalised behaviours to target within our school rules.

Responsibilities:

All staff:

- Meet and greet at the door.
- Refer to '**Ready, Respectful, Safe**' in every interaction about behaviour
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge, and meet the needs of all pupils.
- Use a visible recognition mechanism throughout every lesson.
- Be calm
- Follow up every time and engage in reflective dialogue with pupils.
- Never ignore or walk past children who are not meeting our high expectations for behaviour

Senior leaders will:

- Meet and greet pupils at the beginnings of the day.
- Be a visible presence around the school and on the playground as often as possible
- Stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.
- Celebrate staff, leaders, and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners

Lunch and break times

- Adults outside on duty will deal with deregulated and unsafe behaviour as all other members of staff. If a pupil is not choosing to self-regulate, they may need to stand with an adult so they can co-regulate (support good choices) with them. However, where choices are unsafe, as outlined in **Appendix 3** and deliberate action to threaten person or property, the staff member on duty will ask member of the Senior Leadership Team or to the Headteacher to come and support immediately.
- It is the responsibility of the lunchtime supervisors to debrief the Senior Midday Supervisor of any incidents with a child(ren) at lunchtime and to record this on CPOMS. The lead MDS will capture any

incidents from other MDS and upload to CPOMs tagging in relevant children and teachers. Class teachers will check CPOMs and decide if and what further intervention is appropriate.

- If there is a pattern of behaviour is persistent the class teachers will involve the Senior Leadership Team and decide if a positive behaviour plan is needed. If a pupil is unsafe on the playground during this time regularly, alternative provision may be needed or a restricted access to free play.

All staff

- Model positive behaviours and build relationships during break and lunch times
- To ensure all children feel safe and valued
- To create an enjoyable and calm lunchtime environment, where children can safely enjoy eating with their friends in a sociable environment
- There is an environment of mutual respect and good behaviour.
- When an adult blows the whistle. All children freeze silently. The adult will remind the children to show fantastic walking into line order. The whistle will be blown again.

How will we know how well this is working?

The behaviour policy will be consistently applied by all adults who will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- Pupil feedback
- Staff feedback
- Formal and informal monitoring by members of the Senior Leadership Team
- CPOMs (Child Protection Online Management System) analysis
- Parent feedback
- Governor visits
- Parents and children will be confident that the ethos of the school is being upheld through the behaviour and attitudes of its pupils.



Ready



Respectful



Safe

	<u>Ready</u>	<u>Respectful</u>	<u>Safe</u>
What does this look like?	We are ready to learn and try our best.	We are respectful to each other and school property.	We keep ourselves safe in and out of school, and online.
WHOLE SCHOOL	I arrive at school on time, every day. I wear the right school uniform and PE kit. I come into the classroom calmly and sit in the correct seat or carpet place. I sit in STAR on the carpet. I sit in STAR on my chair, with empty hands. I show that I am listening. I manage any distractions so I can keep focused. I line up in line order. I move to a new activity when asked. I choose the right resources for the task.	I use my manners. I look after school property and my classroom. I use everyone's proper name. I treat others how I want to be treated myself. I stop talking when an adult raises their hand. I look at the person who is speaking. I listen when others are speaking and wait for my turn to speak. I choose my words carefully when I speak to others. I respect that everyone has different beliefs, backgrounds and ideas. I understand that people might look different to me, and that we're all unique. If something isn't mine, I leave it alone.	I have kind hands and kind feet. I am in the right place at the right time. I keep my classroom and resources tidy. I keep all 4 legs of the chair on the floor, always. I close the toilet door because it is a private space. I understand that my body belongs to me. I always tell the truth, even if it's tricky. I check with an adult before I use technology. I talk to a trusted adult when I feel my early warning signs or if something looks unsafe. I follow school routines for moving around school.
<u>You can expect:</u>			
- To be greeted at the gate as you arrive at school and as you go into class - To be thanked for being ready, respectful and safe and earn Dojos - To be praised in public and to reflect in private		- To be celebrated in assemblies and at other special events - To be supported if you need help with your behaviour - To be able to learn and become the best version of yourself	

