

# RELATIONSHIPS AND BEHAVIOUR POLICY

Lakenheath Community Primary School



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| Version Number                | 1  |
| Date of Policy                | February 2026  |
| Review Date                   | September 2026   |
| Head Teacher's Signature      |  |
| Chair of Governors' Signature |  |

## Document Change History

| Version | Date          | Change Details  |
|---------|---------------|---|
| 1       | February 2026 | <i>Replacing the Behaviour and Discipline Policy for Positive Behaviour</i> |

*"Relationships first – because connection builds community."*

## 1. Our Vision

At Lakenheath CP School, we believe that positive relationships are the foundation for a thriving, inclusive learning environment. Every member of our community—children, staff and families—is respected, valued and supported.

This policy is rooted in our commitment to:

- Inclusion
- Therapeutic Thinking
- Judith Carter's 7Cs (Connection, Consistency, Curiosity, Co-regulation, Compassion, Courage, Celebration)
- Paul Dix's 'When the Adults Change, Everything Changes'
- PACE Approach (Playfulness, Acceptance, Curiosity, Empathy)
- Trauma-Informed Practice
- Restorative Practice

We know that behaviour is a form of communication. Our job is to listen, understand, teach and support. (See appendix for further details about the theories and research that underpins our policy).

## 2. Our Core Principles

1. **Wellbeing is the foundation of learning** – We prioritise the wellbeing of every child and adult in our community.
2. **Connection before correction** – Relationships come first. Every day starts with a personal meet and greet from staff. Interactions start with positivity.
3. **Everyone belongs** – Our school is inclusive and every child is supported to thrive.
4. **Behaviour is taught, not told** – We explicitly teach behaviour through modelling, connection and restorative conversations.
5. **Regulation is essential** – Children are supported to co-regulate and self-regulate in ways that work for them.

## 3. Our Three School Rules

Simple. Clear. Consistent:

- Be Safe
- Be Respectful
- Be Ready to Learn

These rules are known, referred to and reinforced in all areas of school life.

Our school maintains consistently high expectations of behaviour, recognising that children learn best when they feel safe and respected and in a calm and purposeful environment. Our 3 rules apply to all members of our school community and are demonstrated in the following ways:

### 1. Be safe:

**Pupils** – Move around the school calmly and sensibly, use equipment appropriately, follow adult instructions during lessons and unstructured times and seek help if they or others feel unsafe. Play safely together outside, using resources for the purpose they've

been designed for. Pupils are encouraged to recognise and manage risks, both in person and online and to contribute to a culture of care and responsibility.

**Staff** – Ensure that learning spaces and routines are safe and orderly, provide clear instructions and supervision and respond swiftly to any safety concerns. Staff model safe behaviour, promote emotional safety by fostering respectful relationships and teach pupils strategies to keep themselves and others safe.

**Wider Community (Parents, Carers, Visitors)** – Support the school's expectations by following site safety procedures, modelling calm and respectful behaviour and communicating promptly with staff about any concerns. Parents and carers reinforce safe practices at home, including online safety, stranger danger and road safety and work in partnership with the school to maintain a secure and nurturing environment.

## 2. Be respectful:

**Pupils** – Speak politely and kindly to peers and adults, listen to others' views, take care of school property and the environment and show consideration for everyone's differences and individual needs. Pupils are expected to follow instructions respectfully and contribute positively to the classroom and wider school community.

**Staff** – Model respectful interactions with pupils, colleagues and families, using positive language and maintaining professional conduct. Staff listen to others' voices, value their contributions and address disrespectful behaviour calmly and fairly to uphold high expectations.

**Wider Community (Parents, Carers, Visitors)** – Engage with staff and pupils courteously, follow school communication protocols and demonstrate respect for the school environment. Parents and carers are expected to support the school's values and work collaboratively to resolve concerns in a constructive manner. Parents should follow our parents/carer/visitor code of conduct when visiting the school.

## 3. Be ready to learn:

**Pupils** – Arrive at school on time, with everything they need for the day and in the correct uniform with a positive attitude to learning. Pupils are expected to listen carefully, follow instructions, participate actively in lessons and take responsibility for their own learning and behaviour. They should consistently use of our 6R values: resilience, risk taking, reflective, relationships, resourceful and respect.

**Staff** – Create calm and purposeful learning environments, prepare engaging lessons and provide clear routines so that pupils understand what is expected of them. Staff are also ready to adapt support where needed to ensure all children can access learning effectively. Staff consistently reflect on their practice and show willingness to adapt and develop professionally.

**Wider Community (Parents, Carers, Visitors)** – Ensure pupils attend school punctually and prepared, support learning at home and reinforce positive attitudes towards education. Parents and carers engage constructively with school communications and encourage their children to approach learning with curiosity and resilience.

# 4. Recognising and Celebrating Positive Behaviour

We believe in catching children doing the right thing. Recognition is personal, meaningful and consistent.

- **Class Dojo** – Used to celebrate learning, behaviour, effort and positive choices. Children will receive Dojo points for themselves and their family groups. Parents are regularly updated and involved in their child's successes.
- **SHOP Awards – Our Values for Manners**
  - S – Show you're sorry
  - H – Hello and good salutations
  - O – Open doors and use door etiquette
  - P – Please and thank you

Children and staff earn raffle tickets for demonstrating these values. Weekly draws in assembly reward manners and social awareness.

- **Headteacher Awards** – Given for outstanding effort, kindness, leadership, or resilience. These recognise exceptional contributions and build self-worth.

- **Certificates** in assembly for excellent effort in different areas of the curriculum and for other reasons e.g. attendance. Staff achievements also celebrated in assemblies.
- **Gold Pins**- Given to Year 6s who consistently demonstrate our 6R Values: Resilience, Risk Taking, Reflective, Resourceful, Relationships and Respect
- **Class rewards**: Staff will award marbles to a class marble jar for whole class behaviours e.g. whole class focus, whole class managing routines effectively. Through earning marbles, the whole class can earn rewards.

## 5. Dealing with incidents:

While our school is committed to proactive regulation strategies and creating an environment where positive behaviour is taught and supported, we recognise that children will make mistakes as part of their social and emotional development. When incidents of poor behaviour occur, we respond in a way that prioritises learning, reflection and restoration of relationships.

Consequences are applied and follow a restorative approach. Wherever possible, incidents will always be addressed in the moment, allowing children to reflect immediately on their actions and repair any harm caused. Where this is not possible — for example, if a child requires time to regulate or if the situation is complex — restorative conversations may take place later in the day or the following school day.

Expectations of the restorative process include:

- The child reflecting on what happened and considering the impact of their behaviour on others.
- Acknowledging mistakes and taking responsibility for their actions.
- Identifying strategies to avoid repeating the behaviour in future.
- Repairing relationships through apologies, agreed actions or other restorative measures.

This approach ensures that consequences are not purely punitive but instead support the child to learn from the incident, rebuild trust and re-engage positively with learning and the school community.

## 6. Restorative Conversations

Restorative conversations are used by all staff and peer mediators to guide reflective conversations after incidents.

Prompt Script:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and how?
4. What do you need to do to make things right?
5. How can we make sure this doesn't happen again?

These conversations may be supported by a trusted adult and are held when the child is calm and regulated.

## 7. Individual Approach and Pathways

At Lakenheath CP School, we recognise that every child is unique and behaviour will always be addressed on an individual basis. While our core principles and expectations remain consistent, we understand that the pathways to success may look different for each child. This means:

- Support strategies and interventions will be tailored to the child's needs.
- Individualised behaviour plans will be developed in consultation with families and, where appropriate, the child.

- Decisions are made with careful consideration of the child's context, history and needs, always prioritising inclusion and wellbeing.

In cases where behaviour is persistent or poses significant risk, the Headteacher (or Acting Headteacher) has the discretion to decide whether suspension or exclusion is necessary. These decisions will be based on a case-by-case basis and may involve a full review of the child's individual record and all supportive steps taken.

## 8. The Role of Adults

Following Paul Dix's principles, we understand that adult behaviour sets the tone. Staff at Lakenheath CP School:

- Model emotional regulation and respectful interactions
- Stay calm and predictable
- Use emotion coaching and the PACE approach
- Avoid public shaming or punitive sanctions
- Focus on relational repair and learning from mistakes

We are committed to consistency, kindness and fairness, guided by Judith Carter's 7Cs.

## 9. Meeting our children's needs

### **Inclusion & Curriculum**

A meaningful and accessible curriculum sits at the heart of our behaviour strategy.

We ensure that:

- Every child can access the curriculum at their level.
- Curriculum content supports social, emotional and mental health needs as well as academic ones.
- Staff plan and adapt lessons to reduce barriers to learning and behaviour.

This aligns with the 7Cs model—particularly Curiosity, Compassion and Connection—ensuring we respond to each child's context and needs.

### **Support for Regulation and Readiness**

The school has embedded the Zones of Regulation framework as part of its approach to promoting positive behaviour and emotional wellbeing. This framework provides pupils with a structured method to identify and understand their emotional states, categorised into four "zones." Staff explicitly teach the language and strategies associated with each zone and integrate these into daily routines and interactions. Pupils are supported to recognise their current zone and utilise appropriate self-regulation strategies, with the aim of fostering emotional resilience, readiness to learn and constructive behaviour within the school environment.

At Lakenheath CP School, we invest in a range of nurturing opportunities and experiences to promote wellbeing, resilience, regulation and connection and offer targeted support for children to be emotionally ready for learning:

- **ELSA (Emotional Literacy Support Assistant)** – supporting children's emotional development and resilience.
- **Hamish & Milo** – delivering structured wellbeing sessions through emotional vocabulary and stories.
- **Nurture Breakfast** – offering a calm, nurturing start to the day for children who need it.
- **Forest School Sessions** – Offering outdoor, nature-based learning that builds resilience, confidence and collaborative skills.
- **Gardening Club** – Supporting mindfulness and a sense of achievement through growing and caring for plants.
- **Cookery Club** – Teaching life skills, teamwork and creativity while promoting positive relationships through shared experiences.
- **Safe spaces** – calm corners and sensory areas allow children to regulate and reflect when needed.

- **Therapy Dog Visits** – Providing comfort, emotional support and a calming presence for children who may need reassurance or a break.
- **School Pets (Chickens and Rabbits)** – Encouraging responsibility, empathy and care through daily routines and interaction.

These provisions are carefully planned on an individual basis to help children develop social, emotional and practical skills in a supportive and engaging environment.

## 10. Monitoring and Evaluation

We regularly review:

- The impact of our policy on wellbeing, inclusion and learning
- Feedback from children, parents and staff
- Incident records and restorative outcomes

We adapt our practices to ensure this policy remains meaningful, inclusive and effective.

## 11. Final Note

At Lakenheath CP School, we believe in every child's potential. Our relationships and behaviour policy is not about control—it's about connection, compassion and community.

"You cannot teach children to behave better by making them feel worse. When children feel better, they behave better." – Pam Leo

## Appendix 1:

**This appendix explains the theories and research that underpins this policy:**

### **Therapeutic Thinking:**

- **Seeing behaviour as communication**– Instead of asking “*What’s wrong with this child?*”, we ask “*What is this child trying to tell us?*”
- **Focusing on unmet needs** – We recognise that behaviour often reflects emotional or social needs and we work to identify and meet those needs.
- **Teaching, not punishing** – Children are taught the skills of emotional regulation, problem-solving and making positive choices, rather than simply being given sanctions.
- **Building strong relationships** – Connection and trust between staff and pupils are the foundation for change and growth.
- **Planning for success** – Where necessary, individualised behaviour plans are created in collaboration with families and the child to provide clear strategies and support.
- **Restorative, not reactive** – When things go wrong, we use restorative approaches to repair relationships and restore a sense of belonging.

### **Judith Carter’s 7Cs Approach**

The 7Cs framework, created by Judith Carter, is designed to support schools in developing positive behaviour and strong relationships through a therapeutic, inclusive lens. It focuses on seven interconnected principles:

1. **Connection** – Building strong, trusting relationships as the foundation for learning.
2. **Consistency** – Providing predictable routines and responses to create a sense of safety.
3. **Curiosity** – Seeking to understand the reasons behind behaviour rather than reacting punitively.
4. **Co-Regulation** – Supporting children to manage emotions through calm, attuned adult responses.
5. **Compassion** – Responding with empathy and understanding, especially when behaviour reflects unmet needs.
6. **Courage** – Having the confidence to challenge unhelpful systems and advocate for children.
7. **Celebration** – Recognising effort, progress and positive choices to build self-esteem.

Together, the 7Cs provide a holistic, relational approach that prioritises wellbeing and inclusion for every child.

### **Paul Dix – *When the Adults Change, Everything Changes***

Paul Dix’s book challenges traditional behaviour management by emphasising that lasting change in schools begins with the adults, not the children. His core message is that consistency, kindness and relational practice transform behaviour and culture. Dix argues against punitive systems such as public shaming, clip charts and zero-tolerance approaches, instead promoting calm, predictable responses and restorative conversations. He advocates for adults to model the behaviour they expect, greeting every child positively and investing in relationships as the foundation for learning. Key principles include: “never give up on a child,” “follow up, don’t give up,” and “behaviour is taught, not told.” By focusing on emotional regulation, connection and dignity, schools can create environments where children feel safe and respected. Dix shows that when adults change their approach—moving from control to collaboration—children’s behaviour, wellbeing and engagement improve dramatically.

### **The PACE Approach to Behaviour Management**

PACE (Playfulness, Acceptance, Curiosity, Empathy) is a therapeutic approach developed by Dr. Dan Hughes to support children’s emotional regulation and strengthen relationships. It is widely used in schools as part of trauma-informed and attachment-aware practice.

- **Playfulness** creates a light, warm atmosphere, reducing anxiety and helping children feel safe.
- **Acceptance** means accepting the child’s feelings and experiences without judgment, even if their behaviour is not acceptable.

- **Curiosity** encourages adults to wonder about what the child is feeling or trying to communicate, rather than reacting with blame or punishment.
  - **Empathy** shows understanding and compassion, validating the child's emotions and helping them feel connected.
- PACE helps children feel safe, understood and valued, which reduces defensiveness and supports co-regulation. By focusing on relationships and emotional needs, the approach promotes positive behaviour and long-term resilience.

## **Trauma-Informed Practice**

Trauma-Informed Practice is an approach that recognises the impact of adverse childhood experiences (ACEs) and trauma on a child's brain, behaviour and ability to learn. Instead of asking "What's wrong with this child?", trauma-informed educators ask "What has happened to this child?" and respond with empathy and understanding.

This approach prioritises **emotional safety, predictability and trusting relationships**. Staff understand that trauma can trigger survival responses such as fight, flight, or freeze, which may present as challenging behaviour. Rather than using punitive measures, trauma-informed practice focuses on regulation, co-regulation and teaching coping skills.

Strategies include creating calm environments, using restorative approaches and allowing time for recovery. Adults remain calm, consistent and relational, modelling emotional regulation. The goal is to reduce re-traumatisation, build resilience and ensure every child feels safe, valued and ready to learn.

## **Restorative Practice**

Restorative Practice is an approach to behaviour and relationships that focuses on repairing harm and restoring trust rather than assigning blame or punishment. It is rooted in the belief that strong, respectful relationships are key to a positive school culture. When conflicts or incidents occur, restorative practice encourages open dialogue between those involved. Through structured conversations, individuals reflect on what happened, how it affected others and what needs to be done to make things right. This process promotes accountability, empathy and problem-solving skills.

Key elements include **active listening, fairness and collaborative solutions**. Rather than punitive sanctions, the emphasis is on learning from mistakes and maintaining community harmony.

By using restorative practice, schools create an inclusive environment where children and adults feel heard, valued and supported—helping to prevent recurring issues and strengthening relationships across the school community.

## Appendix 2:

### Adapted Policy for children in our Specialist Provision Unit (SPU)

#### Specialist Provision Unit (SPU) Behaviour Policy



### Introduction

At Lakenheath CP School we believe that positive relationships are the foundation for learning and wellbeing. This applies to every child, including those in our Specialist Provision Unit (SPU). Our approach to behaviour is rooted in respect, inclusion, and consistency.

The SPU policy sits alongside the school's **whole-school Relationship Policy**, but makes adaptations to ensure it meets the needs of pupils with Autism Spectrum Disorder (ASD) and complex needs.

### Aims

- To create a safe, calm, and inclusive environment where pupils feel secure and valued.
- To support pupils in developing positive relationships and social skills.
- To recognise that behaviour is a form of communication and respond with understanding.
- To teach pupils the school's expectations in ways that meet their individual communication and learning needs.
- To work in partnership with families to provide consistent support.

### Core Principles

- **Wellbeing first** – Pupils' emotional safety and regulation are prioritised before learning.
- **Relationships matter** – Positive, trusting relationships are built with each pupil.
- **Clear and consistent** – Expectations are taught and reinforced in simple, consistent ways.
- **Behaviour is learned** – Social and emotional skills are explicitly taught through modelling and support.
- **Individualised approaches** – Every pupil is treated as an individual, with personalised strategies in place.

### Expectations in the SPU

The same three whole-school rules apply in the SPU, and children actively work towards these rules with the support and guidance of the adults in the setting.

- **Be Safe**
- **Be Respectful**
- **Be Ready to Learn**

These are taught and reinforced using:

- Visual supports and symbols
- Social stories and personalised scripts
- Consistent routines
- Role play and modelling
- Individualised communication systems (e.g., PECS, Makaton, AAC)

## **Supporting Behaviour and Regulation**

- *Pupils are supported to regulate through calm spaces, sensory tools, and staff co-regulation.*
- *Staff use positive reinforcement, modelling, and clear structure.*
- *Each pupil will have an **individualised plan**, written with staff, parents, and professionals.*
- *Staff remain calm, consistent, and respectful, even during times of dysregulation.*

## **Reflection and Repair**

*When incidents occur:*

- **Calm first** – *Regulation and safety take priority before reflection.*
- **Individualised reflection** – *Pupils may use social stories, visuals, or basic communication to understand what happened.*
- **Restorative support** – *Staff guide pupils in repairing relationships and finding better strategies for next time.*
- **Proportionate response** – *Consequences are supportive, not punitive, and always matched to the child's needs.*

## **Partnership with Families**

*Families are key partners. We:*

- *Share successes and celebrations.*
- *Communicate concerns and incidents promptly.*
- *Work together on consistent strategies between home and school.*
- *Involve parents in the development of individual support plans.*