



# LANGSTONE PRIMARY ACADEMY

## Learning & Behaviour Relational Policy

Document Control	
Owning Function:	Langstone Primary Academy
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Change History	
Date	Description
15.9.25	Paragraph - How this will be achieved - changes to reflect the introduction of relational circles in KS1  Paragraph - Fixed Term Exclusions - removed Google Classroom as this is no longer in use

The purpose of this document is to ensure a shared understanding of positive learning and personal behaviour for all staff, children and parents. The vision and aims for the Langstone community is one based on strong relationships of fairness and trust. We want a community who knows how to challenge and question the world around them whilst inspiring and enriching the lives of others.

All children and adults deserve to have relational connections that allow them to learn and develop in an environment of positive behaviour and safety. Pupils can make exceptional contributions to this by making every effort to ensure others learn can thrive in an atmosphere of respect and dignity using the '*Langstone Golden Rules*' to achieve this. We aim to '*Be Excellent Together*'.

### **Aims and Objectives**

Children and adults benefit from a relational approach which provides and teaches them to be a positive and connected member of the community.

#### **With this in mind, we shall:**

- Develop positive relationships that are: expected, planned for, taught, recognised, celebrated and rewarded.

- Teach children through modelling by adults, to recognise and celebrate their own success and that of their peers.
- Teach and model to pupils how talk and restorative conversations can build and benefit relationships.
- Promote outstanding behaviour at all times and encourage pupils to '*Be Excellent Together*'.

### **How will this be achieved?**

- By actively seeking means to connect and relate to one another in meaningful ways that create strong relationships - '*take the time to get to know*'.
- Through '*high challenge and high support*', teach children to be '*reflective, resilient thinkers*' that are equipped to learn.
- Use our strong relationships to teach and model the golden rules.

#### **The Golden Rules for our school are:**

- 1) We work hard, we don't waste time
  - 2) We listen, we don't interrupt
  - 3) We are kind and helpful, we don't hurt anybody's feelings
  - 4) We look after property, we don't damage things
  - 5) We are honest, we don't cover up the truth
  - 6) We are gentle, we don't hurt others
- Use our strong connections to celebrate good and improving behaviour. This will involve recognition either with the whole school, such as the merit in EYFS and KS1 and the tribe point system in KS2. Further recognition will be through celebration assemblies.
  - By ensuring all children across the school have a '*check in*' on a Monday and '*check out*' on a Friday using Relational Circles. In KS1 children have a daily '*meet and greet*' along with '*Golden Time*' to create further connections.
  - By modelling restorative and relational approaches and providing effective behaviour strategies of the 4Rs (regulate, relate, reflect and repair).

### **'Take Time to Get to Know'**

In order to form strong relational connections, we will set aside a window of time spent with children and their families (first parents evening) where we enquire about their interests and establish shared knowledge. As a continued part of this, we will retain our links using our methods of 'check in' and welcoming students as a learner each day.

### **'High Challenge and High Support'**

When children are '*Langstone Learners*', they model behaviour and choices in a way that facilitates learning inside and outside of the classroom including finding the solution when things have gone wrong. At Langstone Academy, we aim to develop learners who are reflective, resilient thinkers and challenge themselves in all areas of learning both in and out of school, enabling them to become confident '*Master Learners*'. The Langstone Learner award begins in their Early Years and through Key Stage 1 as they learn and explore what each word means; they then move to a three-tiered system which empowers children to recognise and develop a set of progressively challenging skills.

### **Golden Rules**

When children first arrive in Early Years, they will be introduced to the concept of the Golden Rules using a series of age appropriate books and characters. They will begin to learn and be reminded of these regularly to establish a set of behaviours that support the values of our school and stand as a recognition of how to '*Be Excellent Together*'. Children will then continue to revisit

these throughout their time at Langstone to underpin the way in which we achieve a community and respect for one another.

### **Celebrate & Reward**

Research shows that praise is more effective than sanctions for creating a positive learning environment. We will look to build a child's confidence through recognition and celebration of their achievements and effort. We will make children aware of this through:

- regular public praise - this is the most effective tool for sustaining positive relationships.
- name moved on the in-class praise system - children are motivated by '*going for gold*' which they can move to from their start point each day in the green zone. For children in KS1, this can be used to identify children to select their '*golden time*' activity first. For children in KS2, they will earn Tribe points each time they reach gold.
- children may share success with SLT members and receive a sticker or a golden moment sticker from their class teacher.
- children may be awarded tribe points to add to their group's score to see if they can win for that term! Winners attend a celebratory event each term.
- children in Early Years and KS1 will collect and earn awards to gain a merit working for gold and then beyond - this happens with greater frequency and enables a child to experience immediate, age appropriate and tangible success.

### **The Golden Experience**

To stay committed to our relational approach, Early Years & KS1 will '*meet and greet*' children and parents each morning and then again at the end of each day. They will encourage children to connect more widely through *Golden Time* events each Friday, promoting collaboration and talk. For children in KS2, they will engage in a '*check in*' on a Monday and a '*check out*' on a Friday. This will be a space in which children and staff talk, share and connect over stimulating and fun topic discussions.

### **Restorative & Relational Approach - 4Rs**

Restorative approaches encourage children to think about how their behaviour affect others. Children should learn that they can put things right and that through talk, they can relate and repair any relationship. Adults will actively use the principles of the 4 Rs to help any child who is struggling with inappropriate behaviour.

**Regulate** - While a child is dysregulated, they will be unable to control their behaviours. An adult will need to be alongside them as co-regulator in order to model how to calm down and take them out of flight/ fight mode.

**Relate** - This brings importance to the relationship that you have with the child and is an opportunity to draw upon those subject areas that you know can help to provide connection and assist in enabling the child to begin to engage in conversation.

**Reflect (What happened?)** - This is the restorative stage of the conversation. Once the child is happy to engage with you, you should give them time and space to share their perspective of events. Now ask **Who was affected?** This will begin to assist the child to think about the impact of their behaviour on those around them. It is critical to enable them to empathise.

**Repair (What needs to happen now?)** - When a child has completed the previous three stages, they are then supported to find the solution and repair any relationships as well as facing a consequence appropriate to the incident. This stage will be underpinned by the understanding that a changed behaviour is the best apology.

### **Consequence System**

Despite all of the measures taken to ensure positive behaviour, sometimes children make choices that are not in line with our expectations and staff will need to refer to this consequence section of the policy. To deal with any behaviour that prevents learning, the following steps of high challenge should be followed and shared with children so that they may understand how their choices can have consequences.

	Behaviours Seen	Adult Role	Consequence
Polite reminder (support)	Calling out, talking at inappropriate times, not completing work, not completing to expected standard, not adhering to the school rules, off task behaviour, not responding to an instruction.	Praise other children nearby who display the appropriate behaviour to remind the child what is expected.  Use of non-verbal hand gestures e.g. look or hand sign.  Give child a prompt to reflect on their choices eg. 'Joe, take a moment to think about how your choices...'	
Warning (support and challenge)	Second example of negative behaviour after the reminder.	If a child persists, they have a warning and a consequence is given. Their name is moved to the class "thinking zone (orange)". If a child's behaviour then improves they will be celebrated and moved back into the green zone. If a child's behaviour is not improved, they may move into a red area that indicates a clear consequence.  If outside the classroom, a verbal sanction is used by CT and acted upon when they return again using the thinking zone.	Consequences given may vary according to child/situation/age.  Completion of work during own time – either at home or play (child dependent)  Restorative conversation at break or lunch time (if regulated)  If multiple warnings are given in the day/ week, CT to make a call to parents or inform at the end of the day. Then log on to CPOMs.
Immediate response	This is a response given to behaviours that cause concern for health and safety or emotional distress to others.  This may include destruction of property not belonging to themselves, swearing, unkind behaviour, leaving the classroom without permission, not following an adult instruction, extreme disruption to learning or threat to injure or damage.	CT or TA to use the approach of 4Rs in the first place, encouraging the child to a location that is safe.  If this cannot be achieved, Nurture Support or SLT will be asked to support.  Child will be offered a quiet space to regulate in before going through the stages (4 Rs) and facing the given consequence.	Consequences may include the child remaining away from the class to complete any further work.  Parents will need to be informed and this will be recorded on CPOMs.  If repeated behaviour, parents will be invited in to discuss.

If a child presents with regularly recurring and concerning behaviour, this may indicate that they have specific needs beyond the standard approach of the behaviour policy. This will be assessed at an individual level and together with the parents, a plan of support and guidance will be created to assist the child – this may take the form of an SEN Plan under the Social, Emotional, Mental Health area of need or an Individual Behaviour Plan.

## **Dealing with allegations against pupils including child-on-child abuse**

At Langstone Academy, we believe that all children have a right to attend school and learn in a safe environment that they can feel connected through the relationships they hold with each other. We prioritise the teaching of personal behaviour towards one another and within the community under our Golden Rules and through our PSHE curriculum. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy and the restorative approaches within it. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping Children Safe in Education (2025). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse or harassment and sexual exploitation (see Child Protection & Safeguarding Policy as well as Anti-bullying Policy).

## **Fixed Term Exclusions**

As a relational school and one that places great emphasis on positive relationships, we aim to avoid any instances where a fixed term exclusion (FTE) is warranted. A FTE will only be given by the Headteacher in extreme circumstances. Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time. The Trust and Local Authority will be notified of any exclusions. Work will be provided to the child to complete during their exclusion. There should be a meeting with a member of the SLT and the parent/carer and the child on the morning of the return to school in order to repair the relationship and allow the child to feel once again connected to those in the school.