

Yatton Schools Relationships & Behaviour Policy 2026

Document Information			
Reviewed by:	PQA	Responsibility:	PQA
Last Review:	March 2026	Next Review:	March 2027
Review Cycle:	Annual	Ratified by FGB	Not required
Signature (FGB)	Not required	Signature (Head)	Not required

1. Rationale

At Yatton Schools, we believe every child and adult has the right to learn, work and play in a safe, happy and supportive environment. Positive relationships are at the heart of effective behaviour, and children thrive when expectations are consistent, fair and rooted in mutual respect. Our approach promotes self-discipline, emotional regulation and personal responsibility.

2. Aims

This policy aims to:

- Promote a school culture where all pupils feel **safe, valued and respected**.
 - Provide a **consistent, whole-school approach** to behaviour management.
 - Clearly define expected and unexpected behaviour, including bullying.
 - Outline the behaviour standards we expect pupils to follow.
 - Describe the roles and responsibilities of all members of the school community.
 - Explain our graduated system of **rewards, sanctions and restorative practice**.
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3. Legislation and Statutory Requirements

This policy reflects:

- **Equality Act 2010**
- **DfE: Use of reasonable force in schools**
- **DfE: Supporting pupils with medical conditions**

- **SEND Code of Practice (2015)**
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4. Our Core Behaviour Expectations: SAFE – READY – RESPECT

Yatton Schools follow three simple rules which underpin all behaviour expectations:

SAFE

- Follow instructions
- Use equipment sensibly
- Play and move safely

READY

- Listen carefully
- Begin learning promptly
- Learn collaboratively

RESPECT

- Speak kindly
- Build friendships
- Solve problems with calm words
- Treat others, property and the environment with care

UNEXPECTED BEHAVIOUR includes:

- Not following instructions
 - Unsafe behaviour (running away, dangerous use of equipment)
 - Distracting self or others
 - Unkind or aggressive language (including swearing)
 - Physical aggression
 - Bullying (including cyber, prejudice-based, discriminatory)
 - Zero tolerance for **sexism, misogyny/misandry, homophobia, biphobia, harassment and sexual violence**
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5. Celebrating Positive Behaviour

We recognise and reward positive behaviour through:

- **Classroom rewards** (created with each class through PHSE/Jigsaw)
- **Postcards home** for behaviour that is *above and beyond* our expectations
- Verbal praise, recognition boards and celebration opportunities

6. Behaviour Response System

Our approach is rooted in **calm, consistent practice** and the belief that all children can make positive choices.

Inside the Classroom

Step	Action
1. Reminder	Private reminder of the SAFE–READY–RESPECT expectations.
2. Caution	Clear verbal caution: “I notice you are... You need to... Thank you for listening.”
3. Time Out	30-second intervention. Child moves seat/workspace. Two minutes is owed after the lesson.
4. Repair	Quick restorative conversation at break/lunch using set questions.

Outside the Classroom

Step	Action
1. Reminder	Private reminder of expectations.
2. Caution	Clear verbal caution.
3. Time Out	Junior: supervised time-out area (up to 20 mins). Infant: bench/alongside staff (approx. 10 mins).
4. Repair	Restorative chat or THINK Sheet completed.

7. Sanctions

Where behaviour does not improve after reminders, the sanction will be:

- Missed part or whole playtime
- Supervised completion of reflection or THINK sheet
- Calm, purposeful activities (reading, colouring)

Sanctions are always paired with restorative practice.

8. Roles and Responsibilities

Governing Board

- Monitors the effectiveness of the policy.
- Holds the Headteacher to account for consistent implementation.

Headteacher

- Reviews and approves the policy.
- Ensures a positive, safe environment.
- Monitors consistency of behaviour management across school.

Staff

- Use the policy consistently.
- Inform parents where there are repeated concerns.
- Model positive behaviour.
- Personalise support where needed via Behaviour Support Plans.
- Record behaviour incidents accurately.

Parents

- Support their child in following the three rules.
- Share relevant information that may affect behaviour.
- Work collaboratively with school to address concerns.

9. Persistent Misbehaviour & Pupil Support

We recognise our duty under the **Equality Act 2010** to make reasonable adjustments for pupils with SEND or other vulnerabilities.

Support may include:

In the Classroom

- Quiet zone
- Ear defenders
- Wiggle cushions
- Now/Next boards
- Timetable adaptations

- Adult support with regulation
- Sensory/brain breaks
- Fiddle toys
- Thinking Room/Time Out space

Outside

- Adjusted playtimes
- Adult-led activities
- Role-model play partners
- Early lunch access

At All Times

- Positive, calm language
- Set scripts for consistency
- Restorative approaches
- Internal exclusion if necessary
- Emotion-regulation support (Learning Mentor, nurture programmes)
- Partnership with parents

Where persistent concerns remain:

1. Meeting with parents and teacher/Headteacher
2. Behaviour Support Plan + (if needed) Positive Handling Plan
3. Referral to Trust Behaviour Support Teacher
4. Engagement with external agencies: EWS, EPS, medical services
5. Pastoral Support Programme if risk of suspension

10. Exclusions

Used only as a last resort, following DfE guidance (2023).

Types:

- **Fixed-Term Suspension** (including lunchtimes; up to 45 days total per year)
- **Permanent Exclusion**

All suspensions and exclusions are reported to N. Somerset Inclusion officer and where a child is in danger of placement breakdown support is sought through Inclusion Panel

11. Physical Restraint

Reasonable force may be used **only** to prevent:

- Injury to self or others
- Serious property damage
- Behaviours compromising safety

Key principles:

- Minimum force necessary, for the shortest time
- Other strategies must be attempted first
- Incident recorded in the Bound & Numbered Book
- Headteacher informed immediately
- Parents contacted same day

Only trained staff should restrain unless an emergency makes it unavoidable.

12. Monitoring

This policy is reviewed annually by the Headteacher and PQA Committee.
Updates are approved and then shared with staff and families.

13. Linked Policies

- Safeguarding Policy
 - Anti-Bullying Policy
 - SEND Policy
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14. Conclusion

Through consistent expectations, positive relationships and restorative practice, Yatton Schools aim to provide a safe, respectful and inclusive environment where all children can learn, flourish and grow as responsible members of the school community.

Appendices

1. THINK Sheet
2. Behaviour Support Plan template

3. Positive Handling Plan template
4. Pastoral Support Plan
5. HELP restorative sheet