Oreston Community Academy Relationship and Behaviour Policy

Policy Statement

At Oreston Community Academy, we foster a culture of mutual respect, kindness and positive relationships. We believe strong, trusting relationships between children and adults are the foundation of successful learning and positive behaviour. Our approach promotes self-discipline, responsibility and inclusion, ensuring all members of the school community feel valued, safe and supported.

Our Core Expectations



All pupils are expected to be:

Ready

- Attend school punctually and prepared to learn.
- Wear uniform correctly and engage fully in learning.

Respectful

- Show good manners and listen to others.
- Value differences and care for people, resources and the environment.

Safe

- Follow instructions and use equipment appropriately.
- Stay safe online and seek help when needed.
- Treat others with kindness and avoid harmful behaviour.

Aims

We aim to:

- Promote excellent behaviour and positive learning habits.
- Create a safe, inclusive and supportive environment.
- Develop responsible, resilient and independent learners.
- Ensure fairness, respect and a sense of belonging for all.
- Build strong relationships across the school community.

Our Approach

Our practice is trauma-informed and relationship-based. Staff model calm, consistent and kind behaviour while maintaining high expectations. We focus on:

1. Calm, kind and consistent adult behaviour.
2. Recognising positive behaviour first.
3. Establishing clear routines.
4. Using planned conversations to address difficulties.
5. Restorative follow-up to repair relationships and support learning.

Inclusion and Reasonable Adjustments

We recognise that every child is unique. Reasonable adjustments will be made for pupils with SEND, disabilities or additional needs. Support may include tailored interventions, Relational Support Plans, therapeutic support, mentoring and collaboration with families and external agencies.

Everyday Expectations

Staff and leaders will:

- Promote positive relationships and model expected behaviours.
- Use the language of **Ready, Respectful, Safe**.
- Meet and greet pupils positively.
- Address concerns promptly and consistently.
- Follow up incidents through restorative conversations.
- Celebrate success and encourage positive behaviour.

Recognition and Rewards

Positive behaviour is recognised through praise and rewards, including:

- Dojo points.
- Recognition boards.
- Values certificates.
- Lunchtime and Headteacher awards.
- Postcards home and celebration events.

Responding to Behaviour

Where behaviour falls below expectations, staff follow a consistent stepped approach:

1. **Remind** – Restate expectations and provide an opportunity to correct behaviour.
2. **Caution** – Clear warning and explanation of consequences.
3. **Reflect** and **Restore** – Time and support to regulate emotions and consider choices. Restorative conversation and appropriate consequence to repair harm and support future success. Parents are informed via a needs work dojo.

If 3 needs work dojos are given within a one-week period, parents will be called and Phase Leaders will speak with the child.

Serious incidents, including bullying, hate speech, violence, dangerous behaviour, vandalism or verbal abuse, may require immediate senior leader involvement.

Restorative Practice

Our approach focuses on repairing relationships rather than punishment. Restorative conversations help children:

- Understand the impact of their actions.
- Take responsibility for behaviour.
- Repair harm caused.
- Reintegrate positively into the school community.

Consequences

Consequences are fair, proportionate and linked to behaviour. They are intended to encourage reflection, learning and positive choices. Persistent or serious incidents may result in more formal interventions, including internal seclusion or application of the Trust exclusion policy.

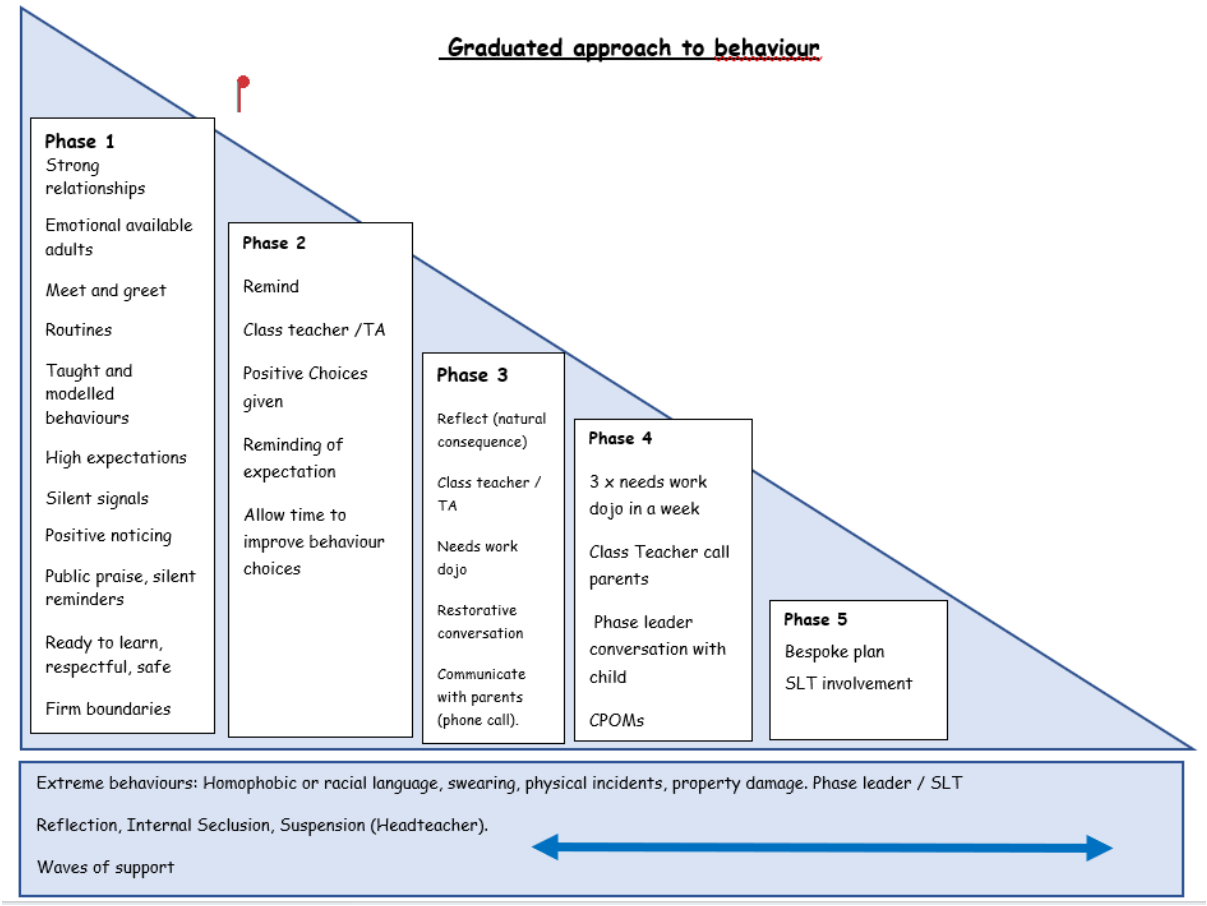
Appendix 1

Oreston Community Academy Steps to Success



Appendix 2

Graduated Approach to behaviour



Appendix 3

<u>30 second script examples:</u>

• I noticed you are...(having trouble getting started/struggling to get going/wandering around the classroom)

It was the rule about... (lining up/staying on task/being unkind to others) that you broke.

You have chosen to... (move to the back/catch up with your work at lunchtime).

Do you remember last week when you... (got star of the week/completed all of your learning/were kind to your friend)?

That is who I need to see today...

Thank you for listening. (Then give the child some thinking time)

• I would like you to understand that every choice has a consequence.

If you choose to do the work that would be fantastic, and this will happen…

If you choose not to do the work, then this will happen…

I will leave you to make your decision.

• Do you remember yesterday when you helped me to tidy up?

That is the person I need to see today; that is the person you can be all the time.

• Your behaviour right now is disruptive.

I believe you can turn this around and be a success.

• I know you will … (help to clear the mess off the floor)

Appendix 4

Restorative Questions.

Five questions are enough. Choose up to five from the options below. (Dix, 2017:128)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

With younger pupils, 1-3 questions may be more appropriate. If pupils find it difficult to answer these questions, you could consider using:

• ‘Ok, imagine if there were… (people affected/a way of putting it right/things you could do differently). What would they be?

• 1-10 scales: ‘On a scale of 1-10, how angry were you?’

• Offer a postponement and some support if they are not ready to speak: ‘I can see that you aren’t quite ready to talk. Do you need a minute or two/to meet with me tomorrow/answer the questions with someone else?

Appendix

Relational Support Plan

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation
Calm Safe / Socially engaged		
Mild stress Alert / Aroused / Agitated		
Dysregulated Mobilised / Immobilised		
Crisis Unsafe		

"Ready, Respectful, Safe"