



Relationships and Behaviour Policy

September 2026

Review date: September 2028

Purpose:

The purpose of this policy is to establish a framework at Markeaton that promotes positive behaviour and social-emotional well-being, while also emphasising the importance of understanding the developmental needs of our children through the Neurosequential Model for Education (NME).

This policy incorporates three key ideas of a relationship-based approach to behaviour:

- **Unmet Need:** Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
- **Individual Influences:** Children's behaviour cannot be fully understood in isolation, without considering their individual circumstances.
- **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management.

Principles:

Markeaton's approach will be grounded in the following principles:

- Positive relationships between children and adults are critical for promoting healthy brain development and supporting positive outcomes for children.
- Social-emotional well-being is essential for academic success and positive behavioural outcomes.
- Addressing the social-emotional needs of children is essential for creating a safe and supportive learning environment.

Guiding Practices:

To promote positive student behaviour and social-emotional well-being, Markeaton will implement the following guiding practices:

- **Promoting Positive Relationships:** Markeaton will prioritise the development of positive relationships between children and adults. This includes providing opportunities for positive interactions with teachers and other school staff.
- **Supporting Social-Emotional Well-being:** Markeaton will implement evidence-based strategies to support social-emotional well-being, including: mindfulness exercises, relaxation techniques and other techniques that promote regulation. We will also endeavour to provide access to external services for children who need additional support.
- **Establishing Expectations and Consequences:** Markeaton will establish clear expectations for a child's behaviour and communicate these expectations to children, parents and staff. We will also establish a tiered approach with logical consequences for behaviour that does not meet the expectations. These consequences will be applied fairly with flexible consistency.

- **Providing Professional Development:** Markeaton will provide ongoing professional development for all staff to support this Relationships and Behaviour Policy. This will include training on attachment and trauma, de-escalation techniques, positive behaviour interventions and other strategies for promoting social-emotional well-being. The SENCO and Pastoral Lead will also provide supportive measures in and out of the classroom.

Implementation:

Markeaton will implement this policy by:

- Ensuring that all staff are trained appropriately to implement RBM practices effectively.
- Providing ongoing support to staff to ensure they feel supported.
- Regularly monitoring and evaluating our practices to ensure that they are meeting the needs of our children.

By implementing this Relationships and Behaviour Policy, Markeaton is committed to promoting positive behaviour and social-emotional well-being, while also emphasising the importance of understanding the developmental needs of our children through the Neurosequential Model for Education.

We believe that this approach will lead to an improvement in: academic achievement, positive behaviours and overall positive outcomes for our children.

Appendices:

- Appendix 1: Neurosequential Model for Education
- Appendix 2: Promoting Positive Relationships
- Appendix 3: A Tiered Approach to Interventions
- Appendix 4: Expectations and Consequences
- Appendix 5: Supporting Social-emotional Well-being
- Appendix 6: Restorative Approaches
- Appendix 7: Emotion Coaching

Appendix 1: Neurosequential Model for Education

The Neurosequential Model for Education (NME) is a framework developed by Dr. Bruce Perry, a leading expert in the field of neuroscience and child development.

It is based on the latest research on brain development and emphasises the importance of understanding the developmental needs of children in order to promote healthy brain development and positive outcomes.

The NME framework emphasises the 3 Rs, which stand for: **Regulation, Relationships and Rigour**. The 3 Rs are designed to help staff understand the importance of addressing the social and emotional needs of children before focusing on academic rigour.

- **Regulation:** Refers to the importance of helping children regulate their emotions and behaviour in order to be ready to learn. This includes teaching children self-regulation skills such as deep breathing or mindfulness exercises and creating a safe and predictable environment that promotes a sense of security and calm.
- **Relationships:** Emphasises the importance of positive relationships between children and adults. This includes fostering a sense of belonging and connection among children as well as promoting positive relationships with teachers and other school staff. Positive relationships are critical for promoting healthy brain development and supporting positive outcomes for children.
- **Rigour:** Refers to the importance of academic rigour in promoting success. However, the NME framework emphasises that academic rigour should only be introduced once children have developed the regulation and relationship skills necessary to be successful learners. This includes designing learning experiences that are developmentally appropriate and aligned with the needs and strengths of each child.

By focusing on the 3 Rs, staff can create a supportive and nurturing learning environment that promotes healthy brain development and positive outcomes.

By prioritising Regulation, Relationships, and Rigour in this order, staff can help ensure that children are ready and able to learn to explore their potential.

Appendix 2: Promoting Positive Relationships

Building positive relationships between staff and children is crucial for creating a positive and supportive school culture. Positive relationships between staff and children are built through:

- **Positive Interactions:** Encouraging positive interactions between staff and children is an important step in building positive relationships. This can include things like greeting children by name, engaging in conversations with children, and showing interest in their lives outside of school.
- **Mentoring Programs:** Establishing mentoring programs where staff members mentor individual children or small groups of children can help to build positive relationships and provide additional support for children.
- **Moments of recognition:** Moments of recognition, such as certificates in 'Gold Book' Assembly, can help to build positive relationships by recognising and celebrating children's accomplishments and contributions to the school community.
- **Extracurricular Activities:** Encouraging staff members to participate in extracurricular activities, such as sports teams or clubs, can provide opportunities for staff to build positive relationships with children outside of the classroom. This can also extend to staff going on residential (e.g. Condoover in Y4) and getting involved with the activities so there are 'shared' experiences.
- **Community Projects:** Community projects that involve staff and children working together to give back to the community can help to build positive relationships by promoting teamwork and collaboration e.g. Carol Singing at the local Carehome.
- **Restorative Practices:** Restorative practices can be used to build positive relationships between staff and children by focusing on repairing harm and restoring relationships. This can include restorative circles or conferences to address conflicts and restore trust.
- **Feedback from children:** Encouraging children to provide feedback to staff members, such as through surveys or classroom evaluations, can help to build positive relationships by showing that their opinions and perspectives are valued. In essence, nurturing 'pupil voice'.

By building positive relationships between staff and children, schools can create a positive and supportive learning environment that promotes academic success and social-emotional well-being.

Appendix 3: A Tiered Approach to Interventions

Incorporating the NME principles into expectations and consequences may involve using a tiered approach that considers the developmental needs of children. For example, consequences for younger children may be less severe than those for older children. Additionally, consequences may be adjusted based on the individual needs of a child, such as providing additional support for children who struggle with regulation or have experienced trauma.

A tiered approach is a multi-level system of support that is designed to meet the individual needs of children in a school setting. The approach is typically based on a three-tier model, with each tier providing different levels of support for children.

- **Tier 1: Universal Support**

The first tier involves providing universal support to all children. This includes implementing evidence-based practices that promote positive behaviour and social-emotional well-being for all children. Examples of tier 1 interventions include providing opportunities for positive peer relationships, incorporating mindfulness exercises and relaxation techniques into the classroom routine and establishing clear expectations for behaviour.

- **Tier 2: Targeted Support**

The second tier of a tiered approach involves providing targeted support to children who may be at risk of developing behavioural or emotional difficulties. This may involve implementing more intensive interventions that are tailored to the specific needs of individual children. Examples of tier 2 interventions include individual or small group counselling, social stories and behaviour contracts.

- **Tier 3: Intensive Support**

The third tier of a tiered approach involves providing intensive support to children who require more specialised interventions to address their behavioural or emotional needs. This may involve providing wrap-around services that involve collaboration between the school, family, and external services. Examples of tier 3 interventions include intensive counselling, mentoring, and family therapy e.g. Bridge the Gap.

When incorporating the Neurosequential Model for Education (NME) into a tiered approach, the approach is tailored to meet the developmental needs of each child. For example, younger children may require more support in developing self-regulation skills, while older children may benefit from more targeted interventions to address specific behavioural or emotional challenges.

The NME emphasises the importance of understanding the developmental level of each child and providing interventions that are developmentally appropriate and aligned with their needs and strengths.

Appendix 4: Expectations and Consequences

Expectations:

- **Respect:** Children are expected to respect themselves, their peers and adults in the school community.
- **Safety:** Children are expected to contribute to and maintain a safe and positive learning environment for all members of the school community.
- **Communication:** Children are expected to try and communicate effectively with peers, adults and family members.
- **Empathy:** Children are expected to demonstrate empathy towards their peers and adults in the school community.
- **Self-Regulation:** Children are expected to practise and demonstrate self-regulation skills, such as managing their emotions and behaviour in a positive way.
- **Responsibility:** Children are expected to take responsibility for their own learning and behaviour.
- **Collaboration:** Children are expected to work collaboratively with their peers and adults.
- **Accountability:** Children are expected to take accountability for their actions and make amends where necessary.
- **Markeaton MINDS:** Children are expected to practise and demonstrate their [Markeaton MINDS](#).
- **Attendance:** Children are expected to attend school regularly and arrive on time.

Consequences:

- **Positive Reinforcement:** Positive reinforcement, such as praise or a reward, will be given to children who demonstrate positive behaviour and meet school expectations.
e.g. Golden Time, Class Dojos, spoken affirmations, certificates, stickers/stamps, [Headteacher Tea Party](#)
- **Redirection:** Children who exhibit behaviour that does not meet school expectations will be redirected to a more appropriate behaviour or activity.
e.g. nonverbal – look, hand on shoulder, moving an item, passing an item/verbal - say their name/send them with a message to another adult.
- **Verbal Warning:** A verbal warning will be given to the child when they exhibit behaviour that does not meet school expectations (this could be a discrete word with the child)

“If this behavior continues, I will have to issue a yellow card”

- **Loss of Privilege:** The child may lose Golden Time or break time for a specified period of time. (yellow warning/red [reflection](#)). Parents/Carers must be informed of red [reflection](#) at the end of the same day. It must also be recorded, with reasons, on CPOMS.
- *Immediate red warning = any kind of verbal or physical abuse to peers or adults*, damaging property**
- *Red warning issued if yellow card behavior continues*
- *Reset yellow warnings after consequence*
- *Reset red warnings after reflection (see below)*
- *Yellow warning = loss of 5 mins*
- *Red reflection = Reflection 15mins.*
- *FS2 immediate timeout (not playtime).*

*In extreme cases, behaviours such as these, the pupil may be subject to internal or external suspension (see the Suspension and Permanent Exclusion Policy).

- **Time-Out:** May be used. The student will be given a time-out from the current activity or class to reflect on their behaviour in the parallel year group class.
- **Reflection:** Occurs at the following breaktime. This mainly happens with the Assistant Headteacher or Headteacher but may be taken with another senior member of staff if necessary. Children will be asked to reflect on their behaviour and identify ways to improve their actions and make amends when necessary. (See Appendix 9)

- **Restorative Practices:** The child may participate in restorative practices, such as making amends or repairing harm caused by their behaviour. Children may be required to make restitution for any harm they have caused, such as tidying or writing a letter of apology (discussions with all parties are with an adult present)
- **Referral to SENCO and/or Pastoral Lead:** The child may be referred for additional support and intervention if their behaviour continues to be a concern *and repeated yellow warnings are issued*. A personalised behaviour plan may be drawn up, with parental involvement (See Appendix 10).

Personalised behaviour plans may include:

The use of consequences:

Consequences can be a useful response to behaviours; remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in Markeaton always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur - tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At Markeaton this may include:

- increased staff ratio
- slight changes to the school day/timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).
- coregulation between adult and child

Educational consequences: at Markeaton we use these to teach, encourage, support and motivate the child or young person to behave differently next time through a better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted

rehearsing/modelling situations through intentional teaching of prosocial behavior (social stories) and intentionally providing educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- ensuring the child or young person assists with repairs where they have caused damage (when possible and practical)
- providing the child or young person with an opportunity to 'put things right' through a restorative process.

It is important to note that expectations and consequences should be age-appropriate and developmentally appropriate for the children in the school community. Additionally, the school policy should be communicated clearly to children, parents/carers and staff members and consistently reinforced to ensure a safe and positive learning environment for all members of the school community.

Appendix 5: Supporting social-emotional Well-being

Supporting social-emotional well-being is an important aspect of creating a positive and supportive school culture. Here are some examples of ways Markeaton tries to support social-emotional well-being:

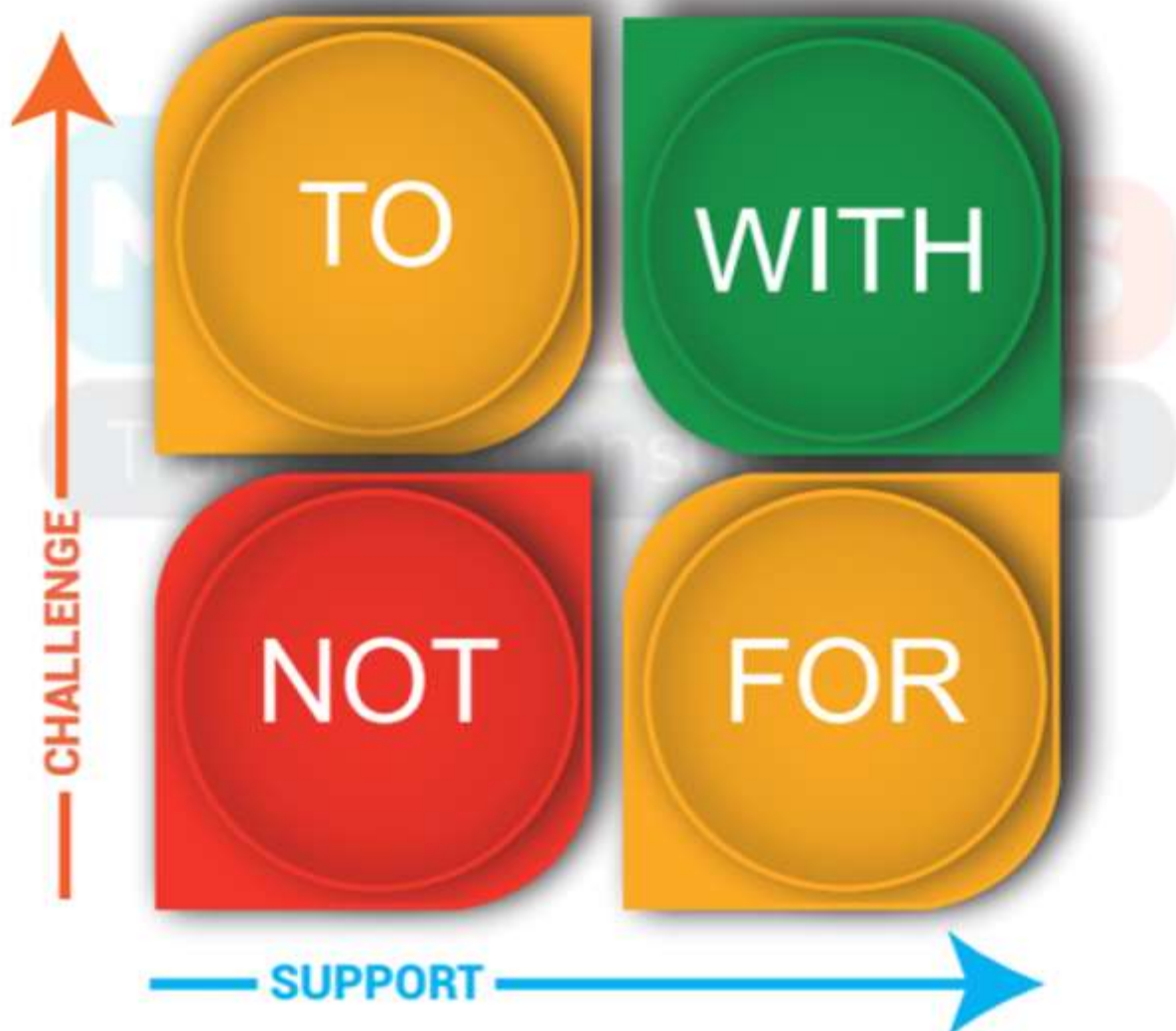
- **Assembly time:** Used to teach and model calming down/regulation techniques.
- **Social-Emotional Learning:** Implementing evidence-based social-emotional learning programs can help children develop skills such as ELSA and Zones of Regulation. These underpin self-awareness, self-regulation, social awareness and relationship skills.
- **Mental Health Leads and Services:** Accessing mental health services, such as educational psychologists, social/family workers and various outside agencies, can help children and Parents/Carers address mental health concerns and develop coping strategies.
- **Mindfulness Practices:** Incorporating mindfulness practices, such as breathing exercises, can help children regulate their emotions and reduce stress. Guided meditation can also help children regulate their emotions and reduce stress.
- **Physical Activity:** Encouraging physical activity, such as through physical education or after-school sports clubs, can improve children's physical and mental health.
- **Positive Relationships:** Fostering positive relationships can promote social-emotional well-being by creating a sense of community, belonging and support. Examples at Markeaton include: Nurture Groups, Hub Club and Lego Therapy.
- **Attachment and Trauma-Informed Practices:** Implementing attachment and trauma-informed practices, such as providing a safe spaces and supportive environments, a sense of belonging and using positive reinforcement and sensory support. Markeaton is a member of the [Inclusive School Charter for Derby City](#).
- **Emotional Check-Ins:** Incorporating emotional check-ins into the school day, such as asking children how they are feeling or encouraging them to share something positive that happened to them, can help to build positive relationships and promote social-emotional well-being.
- **Parent and Family Engagement:** Encouraging parents and families to be involved in their child's education and well-being can help to build a supportive network and promote social-emotional well-being. Markeaton has an open door policy and three members of the SLT are on the gate every morning.
- **Team around the Child:** Children with a One Page Profile or PBP will have a 'team'. This will include: HeadTeacher, SENCO, Pastoral Lead, Classroom Teacher and Teaching Assistant. These people are the immediate 'go to' professionals within school and are to be the first port of call in any incident. Children with high behavioural needs require a consistent support team. A member

of this team will log all incidents on CPOMS. If another member of staff sees an incident, they are to call for a member of this team while addressing the immediate needs of the situation.

FOUR WAYS...

The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority do things **WITH** them rather than **TO** them or **FOR** them.

According to the Social Discipline Window, a restorative approach requires a balance of high levels of **CHALLENGE** (We mean things like setting limits, boundaries, expectations, clear bottom line and consequences) with high levels of **SUPPORT** (We mean things like encouragement, nurture, compassion, empathy and listening)



High Challenge and Low Support = Punitive/authoritarian = Doing things **TO** people
Low Challenge and Low Support = Neglectful/not interpreted = **NOT** doing much of anything
High Support and Low Challenge = Permissive/rescue/makes excuses = Doing things **FOR** people
High Support and High Challenge = Restorative/Authoritative/Relational = Doing things **WITH** people

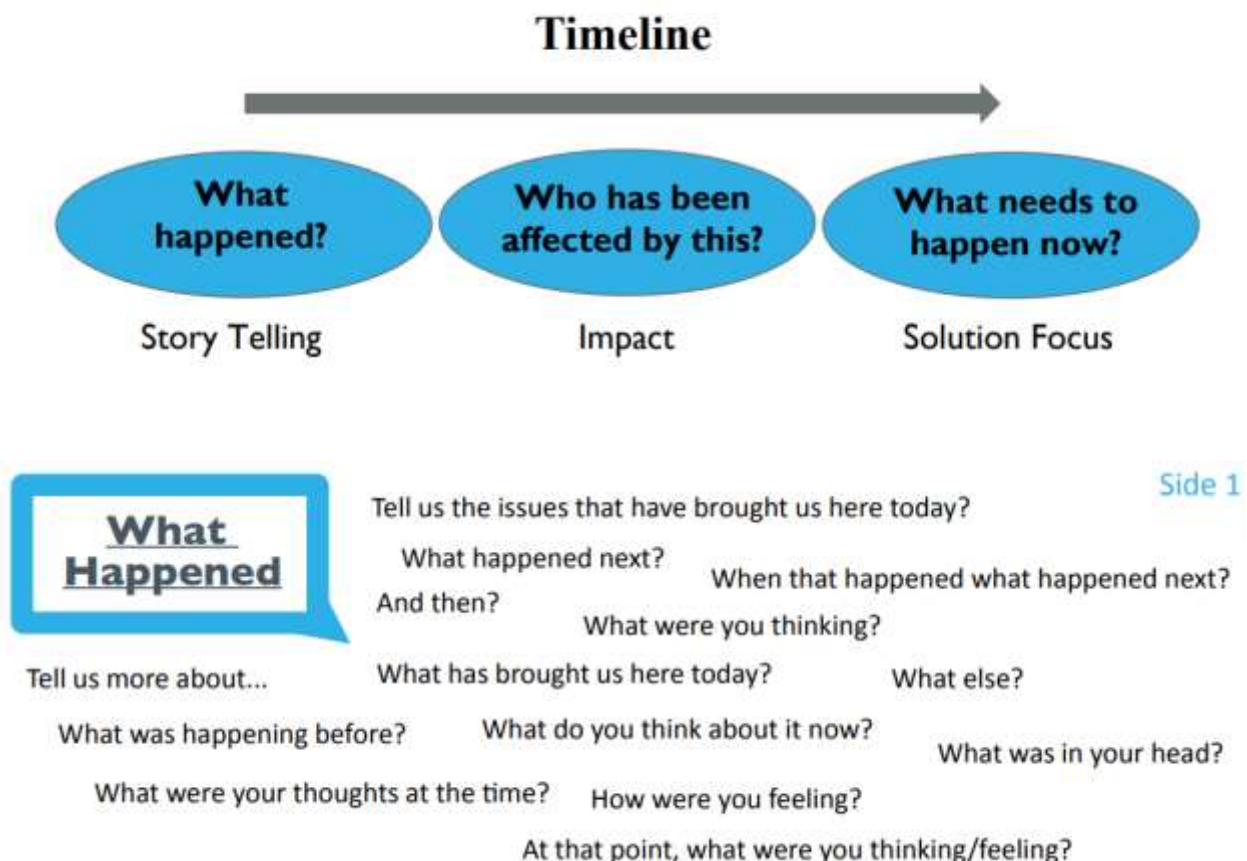
Viewing behaviour as a learning process

At Markeaton we accept and understand behaviour as a learning process. We prefer to be preventative rather than reactive. This means that we offer support, help and guidance to the children, parents and carers. It is part of our role as a school to guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others.

We know that this is the best way to respond to the children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction' and doing things "With" people rather than "To" or "For" them.

As part of our reflective process, we base our approach on a restorative approach to maintain healthy relationships in school.

Restorative Practice follows the timeline below with the associated questions at each stage.



How have they been affected?

How do you feel now? Tell us more about...

How have others been affected? How have you been affected?

Was anyone else involved? Who else has been affected? Anyone else?

Anything else to add? What has been the hardest thing for you? Has anyone else been affected by this?

Who has been affected by this

Side 2

What needs to happen now

What do you think about what has been suggested?

How does that leave you feeling? Are you okay with that?

When will it be done? Anything else to add?

What would that look like? What do you need to move on from this?

What will it look like when it's done? What else needs to happen? Do you all agree with that?

What will help you to move on from this? If you can't do that, what can you do? Tell us more about...

Our general responses to mistakes and incidents

Markeaton believes in the power of using restorative approaches. Such processes do not shy away from using consequences but also focus on the need to take responsibility for finding a constructive way forward for all concerned.

This might mean a sincere apology followed by an act of kindness. Such approaches encourages children to think not only of the consequences of their behaviour on themselves but also to consider the impact of their actions on others.

Appendix 7: Emotion Coaching

Emotion Coaching is an evidence-based whole-school approach towards responding to children's emotions.

It is a way of interacting with children and promoting positive relationships. This strategy has been found to help children feel calmer, better understand emotions, learn how to regulate and improve and take ownership of their behaviour.

The approach supports practitioners to be more sensitive to children's needs, to create more consistent responses to children's behaviour and to feel more 'in control' during incidents.

There are four different stages of Emotion Coaching:

1. Recognising, empathising, acknowledging emotions, soothing to calm ('I understand how you feel, you're not alone')
2. Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
3. Setting limits on behaviour (we can't always get what we want')
4. Problem solving with the CYP ('We can sort this out')