

The Flying Bull Academy

Behaviour – Relationship and Conduct Policy

May 2026

Revised by School	May 2026
Responsible Person	Grace Brown (Headteacher)
Responsible Committee	Full Governing Body
Ratified by GB	
Next Review	Autumn 2026



THE FLYING BULL ACADEMY

Policy Statement and Legal Context

Purpose of the policy

To promote high standards of behaviour, relationships and conduct so that all children feel safe, respected and able to learn.

Legislation and statutory guidance

This policy has been written with regard to:

- *Behaviour in Schools* (DfE, Feb 2024)
- *Suspension and Permanent Exclusion from Schools* (DfE, Aug 2024)
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice

A distinctive vision

Everyone in our school community deserves to be cared for unconditionally and valued equally as a unique person. In our learning, in our work, in our relationships and in the ways in which we organise our community we are committed to aiming for success in everything we do.

An ethos of local partnership

The Flying Bull Academy and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents/carers and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

Behaviour – Relationship and Conduct Policy

School Vision, Values and Ethos

All staff at The Flying Bull Academy have been involved in drawing up values that they feel are important both for our academy community but also for the children's lives outside in their own community – values that are relevant now and in their later adult lives. These values encourage us all to look inward (Resilience), outward (Respect), to each other (Co-operation) and to the future (Aspiration).

- **Resilience (Looking inward)** - Children will come up against barriers in their learning, their friendships and within their families. They need to equip themselves with skills that lead them to be resilient. This is based in our work on Growth Mindset (Carol Dweck 2007). Children talk about 'I cannot do that yet' and 'I need to practice this more'. They are encouraged not to just give up.
- **Respect (Looking outward)** - A key value for all children and staff. To be respectful you need so many qualities – good manners, honesty, an ability to listen to other people's views, opinions and beliefs, being able to show empathy, a caring attitude.
- **Co-operation (Looking to each other)** - Children need to know the skills that enables them to work effectively in teams. They need to know that working together to the same end can be more efficient.
- **Aspiration (Looking forward)** - As a staff, we speak regularly of aspirations and build it in to our PHSCE programmes of study and our wider curriculum. We invite inspirational people from a range of backgrounds to visit our school and share their stories with the children.

These values are on display in all classrooms and are covered through the curriculum and through school assemblies.

A Whole-School Approach to Behaviour and Relationships

- Trauma-informed, attachment-aware practice
- PACE approach
- Paul Dix / Louise Bomber influence
- Understanding regulation, attachment and executive functioning

At Flying Bull Academy including the Nursery and the Inclusion Centre, our everyday practice is based on our training in the following areas:

- The PACE (Playfulness, Acceptance, Curiosity and Empathy) approach
- The work of Paul Dix 2017, 'When the adults change, everything changes'
- Louise Michelle Bombers 2020 'Know me to teach me'

These are all approaches based on attachment awareness, restorative and trauma responsive interventions.

From research and training, our staff are aware that any disruption within the early years and pregnancy onwards can impact the minds and bodies of our children in 3 key areas;

- **regulation** (the way we deal with our emotions),
- **attachment** (relationships between humans) and
- **executive functioning** (cognitive control of behaviour).

We understand that the toxic stress involved in adverse childhood experiences (ACEs) impacts the nervous system of human beings. Through rich, relational intervention, we believe that adults in school can play a large role in supporting children. We know that the development of key relationships, can bring about recovery so that children and young people can function well at home, school and out in the community. We view the school community as pivotal in a pupil's recovery journey. We will not discriminate how we relate to our children as we believe all children are worthy of our time, energy and patience. **However, we will differentiate according to need.** We will show empathy for children who are struggling, hurting or grieving for whatever reason.

Behaviour Expectations for Children

Expected behaviours

Children are expected to be ready, respectful and safe. Examples of these school expectations may include:

- Following adult instructions first time
- Using respectful language and actions
- Moving safely around the school
- Allowing others to learn without disruption
- Taking responsibility for their actions, with support as needed

Unacceptable behaviours

These include (but are not limited to):

- Physical aggression or unsafe behaviour
- Verbal abuse or discriminatory language
- Deliberate disruption of learning
- Bullying or repeated unkind behaviour
- Damage to property

Roles and Responsibilities

Children

- To meet behaviour expectations and engage in repair

Parents and carers

- To support the policy and work in partnership with the school

Staff

- To model calm, respectful behaviour
- To apply the policy consistently and fairly

Headteacher and Governors

- To ensure the policy is implemented, reviewed and compliant

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What the staff will do

- We will learn all about our children and what they have lived through to date. If necessary, we will look deeper at their resilience factors, their stressors (triggers) and their calmers (de-escalation strategies) and set up intervention based on the individual child.
- We will ensure that each classroom has clear routines and that through **respectful relationships**, our 4 class values that are absolutely explicit and understood by all children.
- We will be wise with our words, making sure we do not label any pupil in our care, instead, encouraging them gently to believe in themselves and strive to achieve our values (please note each of these values can look very different for different children).
- We will automatically defer to the 30 second intervention rule (Paul Dix, 2017) when a pupil is not making sensible behaviour choices - deliver the message, anchor the child's behaviour with previous good behaviour and get out, ensuring both the child's dignity and adult's remain intact. This will be done in a calm and personal manner.
- We will be kind and caring, remembering that some children in our care have a very fragile sense of self.
- We will do all that we can to make sure that our children do not lose their thinking capacity by understanding how stress impacts them and by supporting them through it.

- We will utilise all and any opportunity to communicate delight to the children in our care; this will be done through verbal positive praise and acknowledgement (where appropriate), class recognition boards and sharing positive messages with parents as well as children, through text, calls and e-mail. Some children may need personalised visual representations of our delight in them as part of their personalised plan.
- We will see it as more important to always prioritise maintaining connection with our assigned children than aiming to prove a point or to get our point of view across.
- We will remain regulated throughout the day, taking regular breaks, supporting one another and pressing the pause button occasionally to re-resource.
- We will see it as our responsibility outside of school to attend to our own regulation and relationship needs to keep healthy and well in both our bodies and minds inside of school.
- We remember that everybody is doing the best they can with what they have lived through to date.
- We will try really hard not to take personal insults and rejection personally, or get triggered, as we know some children have experienced intimacy betrayal and do not trust adults in the moment.
- We will let others know if we are struggling, so that we can engage in safe, quality practice.
- We will be aware of our skill set and refer to experts as and when appropriate for specialist advice and support – Speech and Language Therapist, Portsmouth MABs, Portsmouth Outreach Service, Educational Psychology Service, CAMHS
- We will identify someone we trust in our work capacity to be our own professional Key adult, to give permission to check in on us on a regular basis, to support our self-care.

Supporting Children with SEND, Trauma or Additional Needs

No pupil will be treated less favourably because of a protected characteristic. Reasonable adjustments will be made to avoid discrimination.

We will recognise that adverse childhood experiences (ACEs), may impact children in different ways

Examples of adverse childhood experiences (This is not an exhaustive list)

Physical abuse	Parental separation or divorce
Emotional abuse	Sexual abuse
Emotional neglect	Exposure to domestic violence
Household substance abuse	Household mental illness
Physical neglect	Household member imprisoned
Long-term illness, disability or Special Educational Need	Loss of a close family member/family pet
Household member in the forces	Financial difficulties in the home

- We will know our children’ stories (on a need-to-know basis), tracing back what the child has lived through, taking note of any relational disruptions, ACEs and toxic stress.
- Where needed, we will provide relational support by allocating key adults to those who have experienced disruption in their early years, in teams of 4 or 5, calling them the ‘team around the child’ (Bomber 2016/17).
- We will use ‘deliberate botheredness’ (Paul Dix 2017) techniques to prioritise spending quality time with our children, being physically and emotionally present, using a daily drip, drip, approach. Being attentive, attuned and responsive.

- We will prioritise **maintaining positive relationships** with our children, whatever other demands are going on, engaging in quality moments, recognising that it takes time to build trusting relationships.
- We will intentionally use **warm, open faces and body language**, a varied tone of voice, humour and playfulness in order to support feeling safe.
- We will engage our **playfulness approach** wherever possible, not taking ourselves too seriously.
- We will be **curious about why children do what they do**, wondering aloud so that our children have the opportunity to be curious too and start making links between states, sensations and feelings.
- We will not problem solve or reassure our children before first **really communicating that we have heard** what they are trying to tell us in their internal feelings and thought.
- We will support our children to **regulate, relate, reason and repair** as well as acknowledging the need to circle back through the stages if our pupil's stress levels and state indicate they are not yet or are no longer ready for a particular stage:

Rewards, Recognition and Positive Reinforcement

These are the approaches we expect to see in all classes.

- Recognition boards
- Value stickers
- Positive notes/texts sent home to families
- Meeting and greeting
- Deliberate botheredness
- Above and Beyond rewards
- Weekly recognition photos on social media
- Reflect and send
- Visits to SLT for recognition – WOW board
- Positive classroom routines
- Consistent approaches
- Avoid commenting on secondary behaviours

Ways in which we support children to demonstrate expected behaviours:

- Setting consistent routines and expectations agreed in our class book
- Making reasonable adjustments to support a child in class. This may include fiddle toys, safe spaces, target card etc.
- Bespoke plan involving the child, family, Thrive and the SENCO
- Advice from outside professionals (MABSS)

Tracking of support level required

Teachers use the school guidance on behaviour, relationships and conduct to set expectations for class practice. If children require further support, the teachers will follow up with Thrive who will support with

reasonable adjustments. Thrive monitor children who need additional support, including bespoke plans, across the school.

Responding to Unacceptable Behaviour

Unacceptable behaviour will be managed according to the needs of the child and the responsibility to keep everyone safe. We will support our children to regulate, relate, reason and repair. Our first intervention will refer to the Paul Dix 30 second intervention by a member of the class team. If this does not result in a positive change in behaviour, the following graduated approach will be followed:

- Further class-based support (quiet conversation with teacher or teaching assistant)
- Phase support
- Thrive support
- SMT/SLT involvement
- Contact with, and support from families
- Multi-agency support

Sanctions and Consequences

Possible consequences and outcomes may include:

- Restorative conversations
- Loss of certain privileges – break time, lunch time or reward time
- Fixed-time period in the reflection room with work provided
- Internal suspension (school day in reflection room)
- Time to reflect and plan a way to repair harm
- Suspension (last resort)

Sanctions are proportionate, restorative and designed to support learning and repair relationships.

Thrive involvement

The Thrive team will provide advice or support. This could be through mediation using restorative conversations, targeted support for the child, making reasonable adjustments to class practice to work towards expected behaviours and involving families.

Thrive will support in regulation and will provide a space for reflection and learning in The Nest.

Using a restorative approach, SLT can support children still needing support. Families should already be aware of concerns and support in place. Further intervention through a bespoke plan may be appropriate.

If the child has been or is at risk of suspension or further support is needed, the MABSS Advisory Teacher will be invited to a Pastoral Support Planning meeting with Thrive / Inclusion centre caseworker. Families will be invited to these meetings.

Restrictive Intervention and Reasonable Force

The school may, where reasonable, necessary and proportionate:

- Remove a pupil from the classroom
- Use reasonable force to prevent the child causing injury to themselves or others; causing significant damage to property
- Search for and confiscate prohibited items

All actions are taken in line with DfE guidance and our Restrictive Intervention Policy and recorded appropriately.

Safeguarding and Behaviour

Behaviour incidents may be safeguarding concerns.

Staff will follow safeguarding procedures where behaviour indicates:

- Risk of harm
- Child-on-child abuse
- Neglect or exploitation
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This policy is read alongside the Safeguarding and Child Protection Policy.

Suspension and exclusions

In extreme circumstances and as a last resort, the Headteacher may decide that a suspension is appropriate. In the first instant the reflection room would be used to allow children time to regulate and process. This allows children with support to take responsibility for their behaviour and decide on ways to repair harm, thus reducing shame. The school will inform the Governors, Trust and Portsmouth City Council and will follow the DfE statutory guidance. Parents will be informed in writing of the reason for the suspension and the length (or if it is a permanent exclusion). In the case of a permanent exclusion, parents/carers will receive information about how they can appeal in writing. (See Suspension and Exclusion Policy)

Work will be provided for each day of the suspension. There will be a meeting with a member of the senior leadership team/Thrive team leader and the family and child on the morning of the return to school.

We understand that parents have the right to share their views and challenge decisions, especially for serious sanctions like exclusions. The governors ensure that the behaviour policy is fair and lawful; they review serious decisions such as exclusions and review thresholds.

Transitions, Repair and Reintegration

Transitions

We recognise that transitions can be an area of stress for some children. In order to minimise stress:

- We will take all necessary efforts to communicate change with children directly and with compassion. The adult may also give the pupil something to support them to manage this separation or change of plan; for example, a visual planner, a note or a card
- If an adult needs to leave the school for whatever reason, we will make all efforts to ensure the pupil has a carefully thought through and staggered goodbye.

- If the pupil needs to leave the school, for whatever reason, the team around the children will make all necessary efforts to support their transition and say goodbye, by visiting, letters, cards and discussing any concerns around the move. Genuine care will be communicated and a sense of them not being forgotten.

Relational Repair

- We will never leave a pupil on their own after a difficulty or a relationship rupture. This is the time they need us most.
- If there is a difficulty between ourselves and our assigned pupil or another member of staff, we will do all we can to resolve it so that we can be at peace with one another. This may include, asking a pupil to have a chat at the beginning of break, lunch or the end of the day.
- If an interaction with a pupil becomes difficult for an adult, the adult will take time out to get themselves regulated before re-engaging at a later stage, another familiar adult will swap in to be with the pupil.
- As adults we always try to apologise directly to the pupil if we mis-attune to them and their state becomes aggravated.
- When a pupil becomes aggravated, we will match the intensity of the children affect so that the pupil feels heard and validated.
- If something needs to be repaired, we will join in too, using the restorative approach, even if we don't consider the difficulty to be our own personal responsibility.
- If we notice a pupil becoming stressed by any of our interventions, we will switch what we are doing, recognising that relationships can be stress-inducing for children who have experienced relational trauma or loss.
- If there is a tension build-up in the class, we will check in with our children with a warm smile and a 'We are here for you'.
- If something goes wrong, we will seek understanding from the children themselves, rather than making our own assumptions. We will communicate curiosity: 'Help me to understand....' Or 'I wonder what was happening for you...'

15. Monitoring, Evaluation and Review

We will measure effectiveness by:

- Checking our attendance data.
- Seeking the pupil's own views about their mental health and well-being- this may be done as a small group intervention as a 1:1 session, through ELSA and resources recommended to us by specialists- e.g. CAMHs, EP service, MABs.
- Timing how long it takes our children to recover from every day, low-level stressors in school.
- Logging how any times senior leaders have to deal with serious incidents.
- Reports from CPOMS on different categories of incidents.
- Measuring their learning progress, in comparison with themselves, not their peers.

- Logging any transitions made between classes or schools mid-year.
- Class Zone of Regulation Trackers

Policy Review and Approval

This policy will be reviewed annually, ratified by the governing body and published on our website.

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