Church of England
ST MARY'S
VA Primary School

Relational Behaviour Policy

Designed & Adopted September 2026

Review Details:

Next review due:	September 2027
Committee responsible:	FGB
Document location	Shared Drive - Policies

Version	Approved by	Date approval	Key changes
1.0	FGB		Complete review of school's Relational Behaviour process and redraft of policy

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Relational Behaviour Policy	**DATE:**	29.09.26
EIA CARRIED OUT BY:	E Vindel	**EIA APPROVED BY:**	A Walters

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		**X**
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		**X**
Gender reassignment (transsexual)		**X**
Marriage and civil partnership		**N/A**
Pregnancy and maternity		**N/A**
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		**X**
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		**X**
Sex (male, female)		**X**
Sexual orientation (gay, lesbian, bisexual, transgender; actual or perceived)		**X**

Relational Behaviour Policy

ST Marys CE VA Primary School

1 Aims and Objectives

Our Relational Behaviour Policy aligns with current research and theory from the fields of neuroscience, attachment, trauma, behaviour management and personal development. All staff receive updated and regular training in all of these areas.

The Relational Approach combines the setting of clear expectations for behaviour alongside promoting social and emotional well-being, fostering a sense of belonging, strong relationships, effective learning systems and restorative practice within the school community.

1.1 This policy is not simply a system of enforcing rules. It is a means of promoting good relationships, encouraging people to work together with the common purpose of helping everyone to learn. This policy supports the school community in its aim to allow everyone to work together in an effective and considerate way.

1.2 The school expects every member of the school community to behave in a considerate way towards others. All members of staff are expected to treat children fairly and apply this policy in a consistent way.

1.3 This policy aims to help children to grow in a safe and secure environment, becoming positive, responsible and increasingly independent members of the school community and society.

1.4 Rather than merely deterring anti-social behaviour, this policy is designed to promote good behaviour, build, repair and restore relationships and consider mistakes as a learning opportunity.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3 St Mary's Learning Behaviours

3.1 The school teaches our St Mary's Learning Behaviours and explicitly rewards them, believing that this will develop an ethos of accountability, responsibility and co-operation. Every class will display, promote and reward the following Learning Behaviours:

- Challenge yourself
- Operate as a team
- Never give up
- Investigate and ask questions
- Show pride in all you do
- Take risks and try new things
- Offer and take ideas
- Note and learn from mistakes

4 Rewards

4.1 Good behaviour is expected and rewarded in a variety of ways. Teachers and staff:

- Praise explicit good behaviour.
- Give House Points for good behaviour, hard work, manners and a positive attitude.
- Celebrate achievement through certificates in Celebration Assembly and/or communication with parents.

4.2 Senior Leadership in Celebration Assembly:

- Celebrates the House with the most points each week and presents the cup.
- Presents Learner of the Week certificates to children nominated by class teachers
- Shares the highest attendance and updates the attendance board with weekly sticker for KS1 and KS2.

4.3 Links are made between the Relational Behaviour Policy and PSHE.

5 Sanctions

5.1 If a pupil breaks any rules the following procedures are applied. At each stage the child only moves to the next step if he/she continues to misbehave. During the morning and afternoon session:

- A **warning** with a reminder of the rule, encouragement to behave well.

- A second warning and lose **5 minutes** of lunchtime. Restorative conversation takes place.

- A third warning, and lose another 5 minutes of lunchtime (**10 mins in total.** This is the most a child can lose in a morning/afternoon session). Restorative conversation takes place.

- When a child loses 5 or 10 minutes of lunchtime, they will remain in the class and continue to work, or complete a reflective task. This will be supervised by the class teacher during the teacher/ISA discussion time (12:10-12:25pm).

- If poor behaviour continues, the child receives a Reflection Card.

- As a result of receiving a Reflection card, details are sent to the office and this is logged on the school tracking system. The child has a lunchtime reflection. Any child with a lunchtime reflection will be taken to the Reflection room by the class Teacher/Teaching Assistant. The Teacher/Teaching Assistant will spend 10 minutes with the child filling in a Reflection sheet. Using a restorative approach, this will explore their emotions, thoughts and behaviour around the incident, understanding the impact on themselves and others and agreeing strategies to avoid this in the future. Teachers will then set them up with either the work they missed or creating an apology card to repair relationships.

- If inappropriate behaviour happens during the afternoon session, the child will again be issued with 5 or 10 minutes and then a Reflection Card. If a child receives a Reflection Card in the afternoon, the teacher will contact their parents at the end of the day to inform them of their behaviour and ask for a reflective activity to be put in place at home.

5.2 If a child receives two Reflection Cards in one day they will have an internal suspension and their parents will be asked to discuss their child's behaviour with the class teacher. A phone call will be made to the child's parent/carer. If a child receives three or more Reflection Cards in one week, they will be given an internal suspension and their parents will be invited to a meeting to discuss their child's behaviour with the class teacher and the Pastoral Lead.

5.3 If a child continues to lose minutes from lunchtime or receive red cards, their parents will be asked to discuss their behaviour with the class teacher and the Pastoral Lead. If poor behaviour continues, this will then escalate to SLT who will explore how to further support the child.

5.4 Sanctions in EYFS and Year 1 are not the same as in other Year groups.

- Non-verbal signal

- Positive reminder/Praise other children

- Warning through Choice and consequence

- **5 mins -** Time out to calm down in designated 'safe space' in class – timer and return to continue working with reminder about positive, wanted behaviour

- **5 mins -** If behaviour repeats, child will receive time out to calm down in designated 'safe space' in class until they are ready to have a restorative conversation with a member of staff.

- Behaviour repeated – **Reflective card.**

6 Restorative Reflections

6.1 If a child gets a lunchtime Reflection card a message gets sent home, unless they are on an Individual Behaviour Plan, when a phone call will be made.

6.2 If a child gets two Reflection cards in the same day they will have an internal suspension directed by a member of SLT, either the same day or the following day, ensuring it is for half a day. A phone call will be made to the child's parent/carer.

6.3 If a child gets a third Reflection Card in a week; a letter is sent home inviting parents/carers to meet with the class teacher.

6.4 If a further three Reflection Cards are received within two consecutive terms, a letter is sent inviting parents/carers to meet with the class teacher and the Pastoral Lead. Further support could be provided with an Individual Behaviour Plan with the aim of further supporting any needs and providing preventative measures or other possible intervention services.

6.5 A further three Reflection Cards are received this will result in a meeting with the Pastoral Lead and a member of SLT and a fixed-term suspension is likely.

6.6 If further Reflection Cards are received on return from a fixed-term suspension, an extended suspension is likely.

7 For more serious behaviour

7.1 Violence against a child or adult, throwing objects in class/school, vandalism, extreme behaviour, persistent disobedience or discrimination. This behaviour is rare at St Mary's but when it occurs must be dealt with firmly and promptly, the usual steps do not apply.

- Parents/carers will be contacted by phone as soon as possible that day.

8 Behaviour around school and at break times

8.1 Emotion Coaching will be used by all staff in the event of any incidents where a child needs support or has become dysregulated.

8.2 Warnings may also be given for behaviour during break and lunch time.

8.3 At break time, staff will follow the behaviour policy and will issue warnings as if the children were in the classroom. They will inform the class teachers at the end of break so that minutes can be taken off lunchtime and behaviour monitored for the remainder of the day. Reflection Cards will be completed as appropriate.

8.4 The office will complete a Reflection Cards list each day informing SLT and class teachers.

8.5 At lunchtime the staff on duty will record any incidents of behaviour they deem inappropriate. The children will be told their name is going in the lunchtime book. This book will be monitored daily by

SLT and then the incidents (after lunchtime) that are deemed serious enough for further sanctions with be dealt with.

8.6 During break time or lunch time, if warnings are ignored and/or unacceptable behaviour persists, a member of SLT or the child's class teacher will be called for and the child will be removed from the playground. This will result in a Red card and parents/carers will be informed.

9 The use of physical restraint and physical contact

9.1 The safety of pupils is paramount at all times. If a pupil endangers the safety of others, another member of staff must be called. All members of staff are made aware of the regulations regarding the use of force by teachers.

9.2 Staff may intervene physically to restrain pupils to prevent injury or if a pupil is in danger of hurting themselves or others. They may also restrain a pupil if he or she is likely to damage property. The actions that we take are in line with government guidelines on the restraint of children.

9.3 Where a pupil has been found to need physical restraint a physical restraint plan will be drawn up, this will identify staff members who have undertaken specific training for physical restraint.

9.4 All physical restraints are recorded in a book that is kept in a locked filing cabinet in the Executive Headteacher's office.

9.5 Wherever possible action by staff to avoid the use of physical restraint should be considered. A child may need a period of quiet time to calm down while being carefully observed from a short distance.

9.6 All staff will be trained in the importance of appropriate physical contact with children. There are times during the school day when it is entirely appropriate for adults to touch children for example when demonstrating or teaching in PE, supporting learning or on occasion comforting a child.

10 The victim

10.1 At times a child may be the victim of another child's inappropriate behaviour. The school recognises its responsibility to support that child by:

- Ensuring that they are safe and are not intimidated by the perpetrator;
- Inform the victim that action will be taken against the perpetrator;
- Contact their parent/carers to inform them of the situation and that action will be taken;
- The Reflection Card that was issued for the perpetrator is filed for the victim as well. This will aid the school in identifying any cases of bullying.

11 The role of the class teacher

11.1 It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time. It is important that each teacher treats all pupils in their class with respect and understanding.

11.2 The class teachers in our school have high expectations of the pupils in terms of behaviour and attitudes to work. Children are expected to be ready to learn and do their best.

11.3 If poor behaviour continues, the class teacher should seek help from the Pastoral Lead or members of SLT. Parents/carers will be consulted, and further action will be considered.

11.4 The class teacher liaises with external agencies with the help of the SENCo and Pastoral Lead, as necessary, to support and guide the progress of each pupil.

11.5 The class teacher reports to parents/carers about the progress of each pupil in their class in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour and welfare of a child.

11.6 The class teacher will revisit the Relational Behaviour Policy with their class six times a year, at the start of every term.

12 The role of the Executive Headteacher

12.1 It is the responsibility of the Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all pupils in the school.

12.2 The Executive Headteacher supports the staff by implementing policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

12.3 The Executive Headteacher (or another member of SLT acting on their behalf) has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a pupil. In such a situation the school governors, EWO and LA are notified.

13 The role of parents/carers

13.1 The school values working in partnership with parents/carers, so that children receive consistent messages about how to behave at home and at school. Parents/carers complete a Home/School agreement on entry to the school.

13.2 We explain the school expectations as part of the induction process and also at the parents/carers' initial visit when deciding whether to send their child to the school. We expect parents/carers to support these.

13.3 The behaviour policy is shared annually with parents/carers through the website and a paper copy is available for those families without internet access.

13.4 The school actively builds a supportive dialogue between home and school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

13.5 If the school has to use reasonable sanctions to discipline a pupil, parents/carers should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, or by the behaviours they are displaying, they should initially contact the class teacher and arrange a meeting with the teacher and teaching assistant. If concerns remain, they should then speak with the teacher and Pastoral Lead. Following this, continued concerns will be discussed with the Pastoral Lead and a member of SLT. The Executive Headteacher should be the last person to be informed so that they can deal with only the most serious incidents. If this is the case, the parents/carers will meet with the Pastoral Lead and the Executive Headteacher. If concerns remain parents/carers have the right to make a formal complaint using the school's complaints procedure.

13.6 On occasion, incidents beyond the school gates reflect on the school or impact on behaviour within school. Examples of this are cyber bullying and miss use of mobile phones between two or more pupils which is carried out from home or unacceptable behaviour on the way to and from school. The school has a duty to address issues like these as they affect the learning and safety of pupils. It is made clear to all pupils that if the way they behave outside school affects people at the school it becomes a school issue. The school expects parents/carers to support this stance.

13.7 Misuse of mobile phones within school will be addressed in line with the school's relational behaviour approach. All phones should be handed into the class teacher at the start of the day and if they are not they will be confiscated and retuned to the parent at the end of the day.

13.8 The school does not have a policy to screen pupils as they enter or leave the premises but the searching of coats or bookbags by members of SLT or class teacher is permitted. This policy is rarely used but it is an effective strategy when needed. If undertaken it is always reported to the Executive Headteacher.

14 The role of governors

14.1 The governing body must provide clear advice and guidance to the Executive Headteacher on which he/she can base the school behaviour policy. The governing body should ensure that the following should be covered in the school behaviour policy:

- Screening and searching pupils;
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate, where necessary;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

14.2 The Governing Body has the responsibility of setting guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Executive Headteacher in carrying out these guidelines.

14.3 The Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy but Governors may give advice to the Executive Headteacher about particular disciplinary issues.

14.4 When a teacher has been accused of misconduct, pending an investigation, the Governing Body should instruct the Executive Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

14.5 The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed term suspension into a permanent exclusion if, after further investigation, the behaviour warrants this. If the Executive Headteacher excludes a pupil, the parents/carers are informed immediately by phone with a written letter following the agreed local authority format and timescale. This letter sets out the reasons for the exclusion and information for parents/carers on their responsibilities and rights to appeal.

14.6 The Executive Headteacher has a duty to inform the local authority, and the Governing Body about any fixed term or permanent exclusion. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

14.7 The Governing Body will have a discipline committee which will be made up of between three and five members (when necessary). This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents/carers and the Local Authority and consider whether the pupil should be reinstated.

14.8 If the Governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

15 Monitoring

15.1 The Executive Headteacher and Pastoral Lead monitor the effectiveness of this policy on a regular basis. The Executive Headteacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

15.2 The school keeps records of behavioural incidents. These are recorded on the Management information system and CPOMs.

15.3 The Executive Headteacher keeps a record of any pupils who are excluded for a fixed term or permanently and informs the Local Authority.

15.4 It is the responsibility the Governing Body to monitor the rate of fixed and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

15.5 The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Curriculum and Staffing Committee every two years.

16 Links with other policies

16.1 This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

17 Review

17.1 The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations or if the Governing Body receives recommendations that the policy should be reviewed.

Signed ……..

(Chair, Curriculum & Staffing Committee)

Next Review: September 2027

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum Committee every two years.