



"We believe, we achieve, we succeed in God's family"

With God, all things are possible. Matthew 19:26

THANKFULNESS • COMMUNITY • COMPASSION • TRUTHFULNESS • COURAGE • FORGIVENESS

St Mary's C of E Primary School

Relationships and Behaviour Policy 2026

Staff consulted: 02.09.26

Ratified by the Governing Body: Sept 2026

Review Date: *Annual review*

Aims

We aim to provide an environment which is caring and stimulating in which each child is challenged to achieve their full potential academically, socially and spiritually. We aim to foster a Christian ethos and develop positive relationships with the Church, the local community, and the wider national and international community. At St. Mary's C of E Primary School, we support the Local Authority's opposition to racism and its commitment to equal opportunities and treating people fairly regardless of race, ethnicity and culture.

Within our school, positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, a high standard of behaviour is expected from all of our community. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop and learn in safety. Positive behaviour must be carefully developed. High expectations and appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. However, we do acknowledge and work with agencies, advisors and others when pupils need additional support to meet the required standard of behaviour in our school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success over and above what is expected and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate and non-negotiable consequences which are seen by all to be fair and just. These consequences must be applied consistently when standards are not maintained. We aim to develop these skills through the examples given by adults within the school and through stimulating learning activities and environments.

It is the responsibility of parents and carers to work in partnership with the school to enable positive attitudes and behaviours to flourish. We endeavour to involve parents and carers as far as possible and expect a high level of professional courtesy to be applied by staff and parents/carers in all situations. This policy exists to provide a framework for supporting the vision of our schools and for developing a happy environment and a love of learning. It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within the school
- Helping our pupils develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- Encouraging increasing independence and self-discipline so that each child learns to accept responsibility and the consequences for and of their own behaviour
- A consistent approach to behaviour throughout the school with supportive parental co-operation and involvement
- Supporting our pupils to develop their self-esteem and sense of self
- Encouraging our pupils to co-operate with one another and with the adults in school
- Helping to create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- Helping to work alongside parents and carers to encourage our children to develop socially, academically, morally and spiritually in preparation for a positive role in society

Ensuring that everyone is clear about their role when managing a pupil's behaviour

- Making the children aware of the unacceptable behaviour
- Allowing all children equal opportunities to learn
- Allowing all adults in school equal opportunities to fulfil their role
- Rewarding and encouraging positive behaviour, specifically noting behaviour that is “over and above” what is expected
- Using sanctions, where appropriate, in accordance with this policy
- Developing the skills necessary to resolve conflict and differences of opinion with sensitivity

Racial Equality and Equal Opportunities

All children have equal access and inclusive rights to the curriculum and Religious Education regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St. Mary's C of E Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. We expect all community members to share this commitment and ensure that it is reflected in all aspects of school life, including teaching and learning aspects.

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our pupils and staff. This policy should be read alongside the school's safeguarding and child protection policy and Keeping children safe in education 2026 (DfE).

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Our abiding principles

Behaviour in our school is centred around our Core Christian Values and the fundamental British Values which will enable the following to be displayed consistently:

For a safe and happy school, we are expected to demonstrate...

- Mutual respect, tolerance and kindness to our community
- Perseverance, resilience and risk taking
- Pride and positivity
- Collaboration and a sense of community
- Honesty, personal responsibility and self-discipline

These abiding principles are agreed in partnership with pupils, at an age-appropriate level, so that they take ownership and model these consistently throughout the school.

Relational Approach

At St Mary's C of E Primary School, we understand behaviour as potentially communicating an unmet need, stress, difficulty, emotional experience or lack of skill. We seek to understand the factors that may be contributing to behaviour rather than focusing only on the behaviour itself.

We recognise that behaviour is influenced by a range of factors, including the individual child, their developmental stage, their experiences, their environment, relationships and the circumstances in which an incident occurs. We therefore consider the context of behaviour alongside the needs and responsibilities of the individual pupil.

We recognise that co-regulation can support pupils to develop self-regulation. Staff will use supportive relationships, predictable routines, clear boundaries and appropriate adult responses to help pupils develop the skills they need to manage emotions and behaviour.

Our approach is informed by Trauma Perceptive Practice (TPP). This encourages staff to consider what may be happening for a child and what support or adjustment may help them to regulate, learn and participate successfully.

This does not mean that behaviour is excused or that expectations are lowered. Pupils remain responsible for developing appropriate behaviours, within the context of their age, development and individual needs. Staff will maintain clear and consistent boundaries while seeking to understand and respond to the factors contributing to behaviour.

General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site. This means we:

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

What do we do to teach and promote positive management of behaviour?

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management, although we recognise that some situations may require a different approach:

- Positive Feedback – acknowledge/approve/affirm:

Acknowledging (notice and describe the behaviour) approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly – you are a great helper!”

- Positive Correction – tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying “don’t” or “stop”
- Positive Repetition – when you give a direction ask someone who knows what to do to repeat it rather than focussing on the one who doesn’t – praise the children who carry out the instruction
- Non-verbal cues – hands up, finger on the lips, the “look”
- Give take up time – give a clear, specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply
- Re-direction – repeat direction without being side tracked. Use thanks and take up time, do not stand over pupils in a confrontational way
- Tactically ignore – ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any secondary behaviour such as huffing and muttering
- Physical proximity – move closer to a disruptive pupil
- Distraction/Diversion – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour
- Clear expectations – policy being followed.
- Where/What – “Where should you be?” (In my seat). What should you be doing? (My work)
- Choices – now and then strategies
- Private reprimand – a quiet word rather than a public confrontation
- Repair and rebuild – as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good.”

Viewing behaviour as a learning process

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance, including co-regulation where appropriate, so that pupils can develop strategies to regulate themselves and build resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. This approach supports our aim of responding to behaviour in a way that maintains positive relationships with children and young people. The approach we strive for is based on the premise of ‘connection before correction’.

Our general responses to mistakes and incidents

Our school understands that behaviour can communicate an unmet need, stress, difficulty, emotional experience or lack of skill. We use restorative approaches to help pupils understand the impact of their behaviour, take responsibility and find a constructive way forward. They 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 encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

As part of the restore and repair process, they have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

At our school the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

Using logical consequences

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 our school 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 our school this may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of suspension

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

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

It is important to recognise that some behaviours exhibited are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. Persistent or more serious levels of inappropriate behaviour will be dealt with on a case-by-case basis. It is important to consider what behaviour may be communicating and what factors may be contributing to it.

Low-level behaviour	Adult response
Relatively low impact – reminder of expectations Examples: • Calling out • Distracting others • Refusal to complete assigned activity • Pushing in the line • Disrespectful comments • Damaging resources • Refusal to follow instructions	Verbal Interventions – e.g. <i>I know you understand our expectations. I'd really like to see that.</i> Are you being ready, respectful, safe? Co-regulation/support with reflection from a trusted adult <i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i> <i>Be the 'Stress Detective' – be curious</i> <i>Ask WHY? And WHY NOW?</i>
Moderate/recurring behaviour	Reflection support during breaktime or lunchtime with a trusted adult

Examples: • Consistently talking/shouting inappropriately • Swearing (context dependant) • Lying (context dependant) • Deliberately distracting others from their learning • Ignoring adults • Constant repetition of low impact behaviours	<i>I can see there's something wrong (acknowledge their right to their feelings)</i> <i>I'm here to help and listen. Tell me what happened</i> <i>Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i> <i>Are you being ready, respectful, safe?</i>
Serious behaviour / safeguarding concern	Reflection support during breaktime or lunchtime with
Examples: • Bullying • Swearing (regular occurrence) • Harmful behaviour • Stealing • Any discriminatory behaviour • Using or threatening to use weapons • Causing significant, deliberate damage to school property	1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents. 5. Incident recorded. 6. Parents notified by telephone by SLT member. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. 9. If response leads to suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after suspension.

Ways to Record Incidents of Concern

WE USE CPOMS

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and children/young people, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when

prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

How we support children and young people with additional Social, Emotional and Mental Health needs and SEND

At our school, we recognise that some children and young people may have additional social, emotional and mental health (SEMH) needs, special educational needs (SEN) and/or disabilities which may affect how they experience and respond to situations in school.

We recognise that behaviour may sometimes be related to a pupil's additional needs, although we will not assume that SEND or disability has caused or contributed to a particular incident. We will consider the individual circumstances of each situation, including the pupil's needs, the context in which the behaviour occurred and any known triggers or barriers to learning.

We will use a relational and supportive approach to understand behaviour and will consider what reasonable adjustments, additional support or adaptations to provision may be appropriate to help the pupil access learning and meet the school's expectations.

In accordance with the Equality Act 2010, the school will consider its duty to make reasonable adjustments for disabled pupils. This includes considering whether adjustments are required to school policies, practices, routines or the way in which a sanction or consequence is applied. A reasonable adjustment may mean that a particular sanction is adapted or applied differently where this is necessary to avoid placing a disabled pupil at a substantial disadvantage.

Before applying a sanction to a pupil with SEND and/or a disability, staff will consider:

- whether the pupil's SEND or disability may have contributed to the behaviour;
- whether there were identifiable triggers, barriers to learning or unmet needs;
- whether reasonable adjustments or additional support are required;
- whether the proposed sanction is appropriate, proportionate and lawful in the circumstances; and
- whether the sanction itself needs to be adjusted because of the pupil's disability.

Having SEND or a disability does not mean that a pupil cannot be held to the school's behaviour expectations or receive an appropriate sanction. However, the school will ensure that its response is consistent with its duties under the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, and other relevant statutory guidance.

Where a pupil has an Education, Health and Care (EHC) plan, the school will work with the pupil, parents/carers and relevant professionals to ensure that the provision specified in the plan is secured and that behaviour support is consistent with the pupil's identified needs.

Where appropriate, the school will work with parents/carers, the SENCO, the Designated Safeguarding Lead and relevant external professionals to understand the pupil's needs and develop or review personalised support. In Essex, this may include the use of One Planning.

Where behaviour is persistent or presents a significant risk of harm, the school will consider whether further assessment, additional provision or a review of existing support is required. This may include reviewing reasonable adjustments, risk assessments, individual support plans or, where appropriate, an EHC plan.

Our aim is to maintain high expectations for all pupils while ensuring that those expectations are supported in an inclusive, fair and lawful way.

We recognise that behaviour may be a response to stress, anxiety, fear, unmet need or a barrier to learning. Staff will seek to understand the factors contributing to behaviour and support pupils to return to a state in which they are able to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

The following appendices contain ways to help us to understand the behaviour

Appendix 1: Reflection sheets – yellow card and ABC sheets

Appendix 2: Lunchtime incident report

Appendix 3: STAR Analysis

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a pupil's life can impact on how they think, feel and act
- Use of logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all pupils feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a pupil is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupils in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupils
- Take responsibility for their own personal safety and wellbeing

- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Follow the principle of 'connection before correction'

Head Teacher

- Leads on all aspects of this policy
- Is the only person authorised to suspend a pupil
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all pupils
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a pupil may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about suspension or permanent exclusion, where applicable, and undertake their statutory responsibilities in accordance with current DfE guidance.
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable pupil. It identifies what is likely to cause stress to them, using all the

information known about the pupil. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Restrictive Physical Intervention

At our school we follow our Trust Restrictive Physical Intervention Policy, which reflects the Department for Education guidance Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026). The policy also reflects relevant Essex Local Authority guidance and aligns restrictive practices with safeguarding, health and safety, SEND and behaviour requirements.

Screening and searching pupils

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people:

The school follows the [Department for Education guidance *Searching, screening and confiscation in schools*](#) and the relevant legal provisions governing searching, screening and confiscation.

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Relevant legislation and guidance

This policy should be read alongside the following legislation and statutory guidance:

- Equality Act 2010
- Children and Families Act 2014
- Behaviour in schools: advice for headteachers and school staff (DfE, 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, current statutory guidance)
- Restrictive interventions, including the use of reasonable force, in schools (DfE, effective 1 April 2026)
- Searching, screening and confiscation in schools (DfE)
- Keeping children safe in education 2026 (DfE)
- SEND code of practice: 0 to 25 years

Appendix 1: Reflection Sheets – EY/KS1/KS2

EYFS/KS1 Reflection Sheet

Pupil name: _____

Date: _____

What happened? (to be completed by teacher in collaboration with pupil)

I felt...



SAD



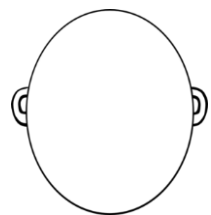
CONFUSED



ANGRY



SCARED



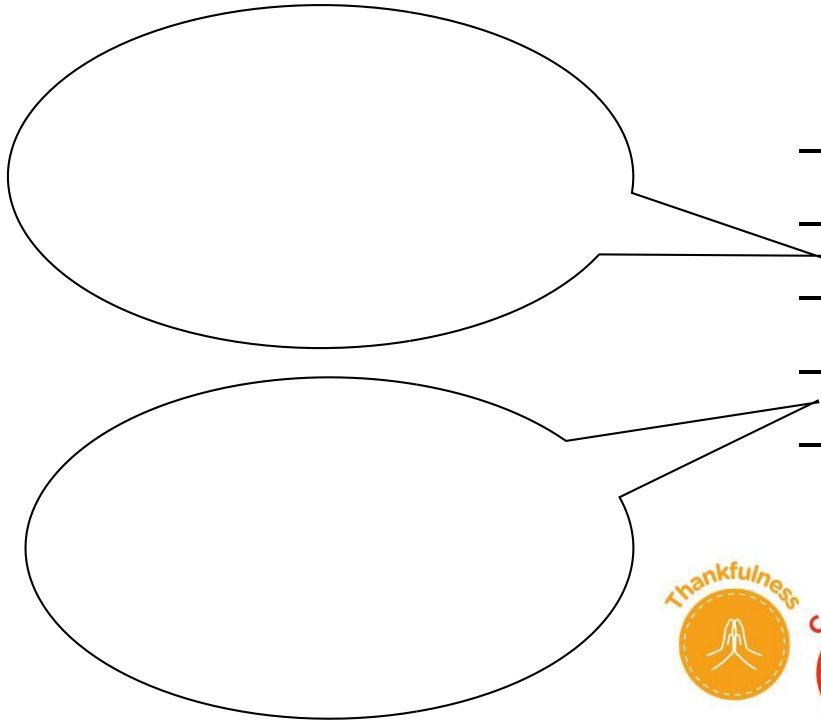
OTHER

What would I do differently next time? (pupil and teacher after reflection)

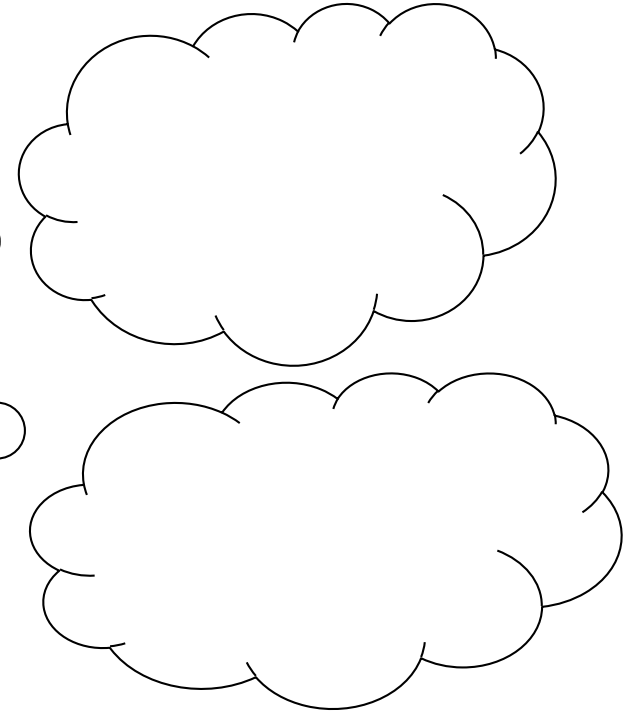
Reasons for
my choices

KS2 Time to reflect!

Consequences for my
choices



What choices did I make?



Plan for improvement: _____

Child's name: _____ Date: _____

Adult supporting: _____

Appendix 2: Lunchtime incident form - ABC

Lunchtime Incident Report

Adult witnessed: _____

Pupil(s) involved: _____

Date: _____ Time: _____

Location/activity: _____

Antecedent: What happened before the behaviour?	Behaviour: Describe the behaviour	Consequence: What happened as a result of the behaviour?

Appendix 3: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	