

Behaviour and Relationships Policy

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, 'Love your neighbour as yourself.' Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 1/10/26
Last reviewed on:	October 2026	
Next review due by:	October 2027	

Behaviour and Relationships Policy

The school's five values of trust, friendship, hope, justice and forgiveness are at the heart of our approach to behaviour and relationships. For children to learn effectively and to be successful in the future, they need to feel safe, be clear about boundaries, feel valued, as well as trusted within the school community. Our approach to relationships and behaviour is further supported by our school Bible verse 'Love your neighbour as yourself.' Luke 10:27, which reminds us to treat others as we want to be treated.

Our behaviour and relationships policy aims to help children achieve this, and is built on the following foundational principles:

1. Behaviour is a way of communicating needs or wants in response to an environment. Behaviour is communication 'beyond words'. This perspective seeks to understand why a child is behaving in a certain way and recognising the feelings and unmet needs that may have led to it. Curiosity, not judgment is central to this approach.
2. The school will create an environment which promotes, facilitates and celebrates positive behavioural habits and trusting relationships. The school has researched and selected three evidence-based approaches which aim to foster this culture. These are Restorative Approaches, Zones of Regulation and PACE.
3. Behaviour management is everybody's responsibility. It is the responsibility of adults and children to build positive and trusting relationships. All adults must respond to unexpected behaviours in the same way, so children have clarity of expectation.
4. The school is committed to equity, inclusion and justice. The school will do all it can to support children and their families but any behaviours which could interrupt the flow of learning or risk the safety of others, will be responded to swiftly.
5. All members of the school community will use the three school rules (Be safe, Be respectful and Be the best you can be) to guide and facilitate positive relationships and behaviours.

Roles and responsibilities of different school stakeholders

The following stakeholders will facilitate, role model and foster trusting relationships and positive behaviours within the St Andrew's Primary School community by:

Children:

- using the school's three rules to guide how they treat people and their environment
- role model positive relationships and interactions.
- take responsibility for the behaviour and the relationships they have with other people. This includes reflecting on their own behavioural choices and empathising with other people. They will be taught to recognise what bullying is and seek support from a trusted adult in ensuring it is dealt with immediately.

Teaching and Non-Teaching Staff:

- sharing and embedding school routines so they are easy to follow and consistent.
- designing learning experiences that are meaningful and have the correct level of challenge.
- selecting an approach from the '4 windows' (see link in 'Resources') which will best support and facilitate positive behaviours and maintain or even strengthen relationships.
- using 'Zones of Regulation' (see link in 'Resources') language and strategies to support children in self-regulation.

- using the Restorative Approach (see link in 'Resources') script to ensure that children who are involved in an incident, feel they are listened to, and that their needs are met as much as possible. This approach will also empower children to reflect on their own behaviour.
- using a PACE approach (see link in 'Resources') to support children who would benefit from a more bespoke approach to managing their behaviour.
- asking a colleague for support when managing an incident if they are not themselves regulated at the time.
- recording behaviour incidents which require intervention, to support a child's progress and identify patterns.
- responding immediately to any incidents of bullying (please refer to appendix for further information).
- giving children a fresh start following an unexpected behavioural choice, and not label them for it.

There may be times when Restorative Approaches, Zones of Regulation and PACE strategies are not the most effective strategies in managing relationships and behaviour. In this case, responses to unexpected behavioural choices, depending on the nature of the behaviour, may include: 'time to calm down' in another class, loss of play, completion of missed learning at home, internal exclusion, suspension (fixed-term exclusion) or permanent exclusion.

Reasonable force may be necessary in some unique cases, such as preventing pupils from hurting themselves or others, from damaging property or from causing disorder. Staff at St Andrew's Church of England Primary School are Team Teach (see link in 'Resources') trained.

Parents and Carers:

- working with the school to promote trusting relationships and positive expected behaviours.
- remaining non-judgmental and solution-focused when working with all members of the school community.
- being aware of the school's approach to managing and facilitating positive relationships and behaviours.

Leadership Team:

- providing training and support to staff.
- monitoring and evaluating the school's approach to behaviour and relationships.
- educating all members of the school community about the school's approach to managing and facilitating positive relationships and behaviours.

Governors:

- being aware of the school's approach to managing and facilitating positive relationships and behaviours.
- monitoring, evaluating and reviewing the school's Relationship and Behaviour policy.

Resources / reference

[Restorative Approaches](#)

[Paul Dix: When the adults change, everything changes.](#)

[Zones of Regulation](#)

[4 Windows of Social Discipline](#)

[PACE](#)

[Use of Reasonable Force - Restrictive Intervention Policy](#)

[Team Teach](#)

Appendix 1 – Anti-Bullying Policy

Our Anti-Bullying Policy should be read in conjunction with our entire Behaviour and Relationships Policy. For children to learn effectively and be successful in the future, they need to feel safe, be clear about boundaries, feel valued as well as trusted within the school community. At St Andrew's, our values of trust, friendship, hope, justice and forgiveness are underpinned by our school verse 'Love your neighbour as yourself' (Luke 10:27) which reminds us to treat others as we want to be treated.

What is bullying?

We define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.

How does the school respond to allegations of potential bullying?

The same foundational principles of our Behaviour and Relationships policy apply:

1. All members of the school community will use the three school rules: Be safe, Be respectful and Be the best you can be.
2. The school is committed to equity, inclusion and justice – any behaviours that could risk the safety of others will be responded to swiftly.
3. Behaviour management is everybody's responsibility.
4. The school will create an environment which promotes a culture of trust and mutual respect.
5. Behaviour is communication – we seek to understand through professional curiosity.

St Andrew's Primary School aims to combat and challenge bullying behaviour in all its forms. Any allegations of bullying will be taken seriously.

Children will be taught the definition of bullying and how to recognise the different types of bullying. Awareness of bullying is to be included in the whole school life by including it in assemblies, lesson planning, and circle time and by dealing with situations as they arise.

What does this look like in practice?

Bullying will be **recognised** as physical, verbal, non-verbal or cyber.

Allegations of bullying will be **investigated** (looking for evidence of deliberate, targeted, hurtful behaviour; evidence of repeated incidents over time; evidence of a power difference).

Allegations and actions will be **recorded** on CPOMS (Child Protection Online Monitoring System).

If there is evidence of bullying following investigation, there will be **intervention** through agreeing a course of action with the child, teacher and parents/ carers and ensure that there is support in place for the child who has been harmed and for the harmer (this could include a thorough restorative meeting, behaviour support plan, internal or external suspension).

Should harmful behaviours persist, advice and support will be sought externally from the Learner Engagement Team.

Appendix 2 – Suspensions and Exclusions

This should be read in conjunction with our entire Behaviour and Relationships Policy. For children to learn effectively and be successful in the future, they need to feel safe, be clear about boundaries, feel valued as well as trusted within the school community. At St Andrew's, our values of trust, friendship, hope, justice and forgiveness are underpinned by our school verse 'Love your neighbour as yourself' (Luke 10:27) which reminds us to treat others as we want to be treated.

There may be times where a child's behaviour choices are extreme, and significant disruption is caused to the class/ there is a significant breakdown of class teacher/child relationship. In these cases, an internal exclusion may provide the space and time needed before we can begin restoring relationships which have been damaged - including the relationship between the child and their teacher/their peers, and the relationship between the teacher and class.

An internal exclusion, where a child completes their learning outside of their normal classroom, provides a longer period of time for the child to de-escalate and reflect on their choices. This time is also necessary for the class teacher and the class to return to their routine, reestablishing a safe and secure working environment. Where there are more actions which need to take place (e.g. a new behaviour support plan created, a risk assessment put in place, or a team meeting held to discuss the incident), a longer time period may be required; in which case, an external exclusion may provide the time and space for school staff to reflect on how to best support a child going forward. A reintegration meeting will then be held between the headteacher and the child with their parent, with a focus on supporting the child to begin the work of repairing relationships and managing behaviour choices as they return to class.

The school will always follow DfE guidelines in regards to the suspension and exclusion of any child (see below link).

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The LA and school have always taken the view that exclusion should only be used as a last resort and that appropriate measures would have been put into place to avoid a child being excluded.

These measures could include:

- An individual behaviour plan
- Individual targets
- Meetings with parents
- Pupil profile targets
- The involvement of outside agencies as appropriate
- A letter informing parents that their child is at risk of exclusion and the reasons why

If the decision to exclude a child is made, the Headteacher must inform the parents of the child, in writing, without delay. The letter should contain details of the duration of the exclusion, the reason for the exclusion and the fact that they may make representations to the governors and the Local Education Authority. To facilitate such representations, parents should be given appropriate points of contact for both the LA and the governors. In the latter case, this might be the Chair or Clerk to the Governors.

The Headteacher must also inform the LA, the governors (or governor with delegated responsibility) and the Attendance and Engagement Officer in writing of the duration of the exclusion and the reason for the exclusion.

For more details around suspension and exclusion, please refer to the DfE guidance: [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/suspension-and-permanent-exclusion-guidance)