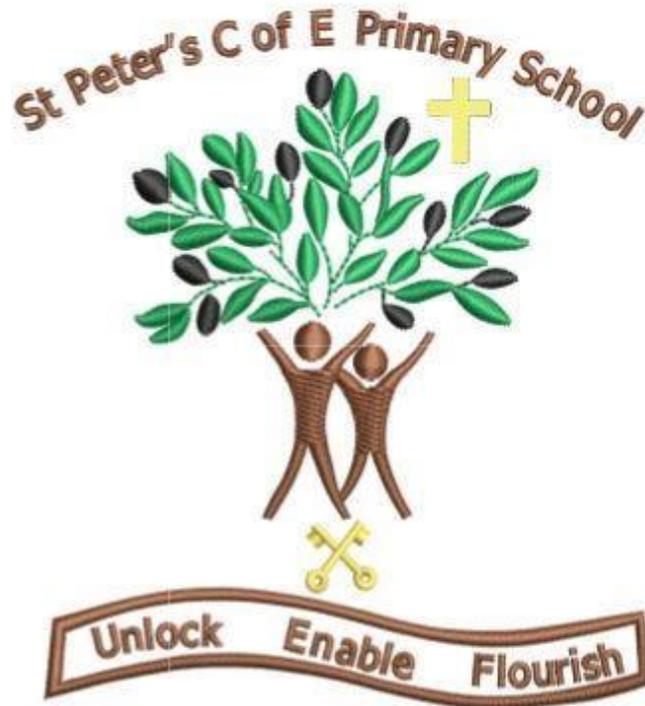


Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8



St Peter's Church of England Primary School

Relationships and Behaviour Policy

March 2026

Review Date March 2027

Policy Statement

Our policy is based on our strong Christian ethos as expressed in our Vision Statement and within our core Christian Values.

***'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you'
(Ephesians 4:32)***

St Peter's CE Primary School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions effectively. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

The aim of our Relationship, Behaviour and Regulation policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

School Ethos

Visible consistency with visible kindness from the whole school community allows exceptional behaviour to flourish.

Good behaviour needs to be taught, modelled and supported by teachers and parents.

Classroom behaviour can change and we as teachers can assist children in regulating and managing their behaviour.

We all share collective responsibility for behaviour in our school.

The use of positive recognition throughout each and every day will make every child feel appreciated and important.

All behaviour is communication – we just need to listen and try to understand

Policy Aims and Objectives

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

This policy complies with:

- The Education Act 1996 (Section 93)
- The Education and Inspections Act 2006 (Sections 93 and 94)
- The Children Act 1989 and 2004
- The Equality Act 2010
- The Health and Safety at Work Act 1974
- DfE guidance: “Use of Reasonable Force in Schools” (July 2013, updated 2015)
- Keeping Children Safe in Education (2025)
- OFSTED Inspection Framework (2025)

Roles and Responsibilities:

Staff

Building and maintaining trusting relationships with children and each other is an expectation for all staff at St Peter's. Here are the non-negotiable systems we have in place to promote a happy, caring and safe environment in school.

- Daily Meet and Greet for children, parents and career.
- Focus on catching expected behaviours and positive reinforcement to raise self esteem
- Clear consistent routines and expectations in class and school (including transitions & lining up)
- Visual Timetables in class and individual (where required)
- Use of consistent, positive language, actions and keeping calm.
- Acknowledgement and validation of feelings through emotional coaching
- An emphasis on relational repair through restorative approaches
- Encourage pupils to recognise they can and should make good choices (expected behaviours).
- An ethos where mutual respect for all is an expectation.
- Follow the protocols of rewards and the graduated response of consequences.
- Make children aware of expected behaviours in all situations and the consequences for not expected behaviour.
- Ensure work is adapted appropriately to meet the children's needs.
- Act as a role model for expected behaviours treating all members of the school community with respect.

Pupils

- Keep themselves and others safe.
- Be respectful of themselves and others.
- Be emotionally aware of themselves and others.
- Build and sustain happy and healthy relationships.
- Use restorative approaches to repair harm and restore relationships.

Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships
- Acknowledge their own emotional well-being and support their own child's emotional development
- Develop an awareness of Emotional Coaching

Positive home-school relationships

At St Peter's, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

Three Simple Expectations

At St Peter's, children follow 3 simple expectations.

- Kind Hands
- Kind Words
- Kind Feet

The school expectations are discussed with children regularly in class, and are displayed in every classroom (see Appendix III) and across the school.

When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, where appropriate, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated.

These expectations are reinforced through positive reinforcement of all the fantastic things that happen on a daily basis. At St Peter's, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships. Positive reinforcement takes place in the following ways:

- Acknowledgment of 'expected' behaviour and actions through positive praise.
- Boards of Recognition in each classroom.
- Class Dojo
- Weekly certificate
- Child visiting Deputy or Head teacher to celebrate above and beyond behaviour.

How we develop self-regulation:

To support pupils to make the correct choices and to regulate their behaviour, all staff are trained in emotional coaching and using the

Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At St Peter's CE Primary School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. See Appendix IV for further details.

Emotional Coaching

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotion coaching is all about:

- Teaching the child 'in the moment' about the world of emotion.
- Supporting the development of strategies to deal with emotional ups and downs.
- Accepting all emotions as normal and valid.
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting.
- Building trusting and respectful relationships.

Staff will use the 4 step approach;

- Step 1 – Notice and empathise
- Step 2 – Name and validate it
- Step 3 – Set boundaries and expectations
- Step 4 – Problem-Solve and learn

If a child is in an emotionally heightened state, the member of staff may need to give the child time to regulate before beginning to emotionally coach. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part. It may be appropriate for a 'change of face' to take place and another member of staff may swap to support the child's regulation. This is provided throughout the graduated response and will be expected during restorative conversations at points 4 onwards.

Consistency of language:

Through the systems we have here at St Peter's CE Primary School, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

Adult Language (including body language and use of voice):

- We are careful what we say and how we say it.
- We are respectful and non-judgemental.
- We use positive language, where appropriate saying what should be done rather than what shouldn't (e.g. walk down the corridor rather than stop running)
- Voices remain calm and in control.
- Language is kept to a minimum when a child is in fight or flight.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language shows empathy towards a child.
- Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood, using our three simple expectations.
- We set clear expectations for the future.
- Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right.
- Scripts are available and used by staff to ensure children have consistent responses to unexpected behaviours across school. (Appendix 3)

Graduated Response in the classroom

Our graduated response is sequential and should be followed by all staff to support expected behaviours and emotional regulation within the classroom. This will be displayed in all classrooms in a child-friendly format (Appendix II). At all points throughout our Graduated Response, staff will be curious regarding the causes for children's behaviour, consistently refer to our three simple expectations and address children in a calm, respectful manner. They should also ensure they are using targeted, specific praise to support the children in showing expected behaviours.

Where appropriate, they will utilise emotional coaching and Zones of Regulation strategies.

Relate:

1. As mentioned in the class teacher's expectations, class staff are expected to provide a safe, consistent learning environment. There should be proactive adaptations provided for those who need them and teaching should be adaptive and responsive to meet the varying needs in class. Various positive incentives through use of specific, targeted praise and Class Dojos should be utilised to highlight expected behaviours. Each child will start every session with three cubes.

Reminder:

2. When children are not showing expected behaviours, staff in classes should issue reminders. These could be verbal or non-verbal to encourage the child to self-correct their behaviour followed by praise if corrected. No more than 2 reminders* before escalating onto point 3 on our graduated response.
3. If the unexpected behaviour continues, the child will be moved to a different place in the classroom for them to reflect on their choices and correct their behaviour. This will be a further chance for the child to self-correct their behaviour whilst potentially limiting the distractions to other children. Ensure precautions are taken to not publicly shame the pupil. A cube will be removed and this will symbolise missing 5 mins of their playtime.

Stop and Think

4. If unexpected behaviour continues, child is moved next to an adult who can model the correct behaviour and provide support. Emotional coaching language to be used to support child and expectations outlined with three simple expectations. A short, restorative conversation between class adult and child addressing unexpected behaviours and making clear expectations for the next lesson/day. See restorative conversation guidance (Appendix I) **A further cube will be removed and the child will miss 10 mins of their playtime.**

Consequence and Repair (Log on CPOMs)

5. If unexpected behaviours continue, time out of class for reflection. 5-10 minutes. (Logged on CPOMs by class staff) Script to encourage child to self correct behaviour. Child still has to complete expected work.
 - When you come back in * minutes, I want to see your wonderful [...]. If you feel ready to come back in and show this before then, that's great. Thank you for listening. Now walk away but remember to return at the given time with nonverbal/verbal acknowledgements to encourage the correct choice!
 - Return at agreed time and inform of further consequence. Script to reflect continued disruption and potential next step – stuck as work will still need to be done.
 - Repeat expectation and phrase as a choice. 'You either do (expectation) or you are choosing to spend some time in another class, completing your work. This means we will contact your parents.'
 - Give child time to reflect on this potential consequence and to encourage them to make the correct choice.

- Staff to consider any adaptations moving forward (next lesson / next day) that may be put in place to support child in showing expected behaviours.
6. Child sent to a different classroom (senior member of staff) to complete the rest of the lesson or work not completed. Restorative conversation to be used before returning to the next lesson where unexpected behaviour has been addressed. Child has fresh start at the beginning of the next lesson. Parents informed by class teacher.
 7. If child is regularly or frequently reaching steps 5 and 6, SLT/Pastoral staff to organise observation of class time to provide support and advice. If deemed appropriate, Individual Behaviour Plan meeting with class team to adapt provision. This may also be the case if this graduated response is not proving effective with individuals.

In cases of children showing violence, unsafe or inappropriate actions or language, staff may move to 'Step 6' on the Graduated Response. If this is not effective, staff should call on the pastoral team / SLT to assist.

At step 7, some of the strategies to support the child may include some or all of the following:

- ABC charts for approx. 2 weeks highlighting successes and challenges. (class staff)
- Meeting with parents and relevant parties. (class staff/pastoral/SENCO/SLT)
- Meeting with parents / carers possibly offering support through EHA or school nurse. (class and pastoral staff)
- Teaching explicit learning behaviours around class rules, class seating.
- Individualised timetables. (class and pastoral staff)
- Specialist teacher input if appropriate which could include sensory assessments, and advisories from the Inclusion Hub. (pastoral staff)
- Intervention tracking (pastoral team).
- Individualised behaviour/regulation plan. (pastoral team)
- Educational psychologist input. (SENCO) • Risk assessment (pastoral team)
- Part time timetable (SLT).
- Educated offside for a fixed period of time (in agreement with parents/carers)

Playtime Responses

Children who do not show expected behaviour on the playground will be initially reminded about expected behaviours. Following this, if the behaviour is not corrected, they will be directed to stand next to adult who is on duty. This is the child's opportunity to reflect and adjust their behaviour. Emotional coaching and zones language. If this continues, class teacher to be informed and suitable consequences could include:

- Missed playtimes
- Not being allowed to participate in contact sports
- Earning the right to go back onto the playground
- Differentiated playtimes including playing with other playtimes.

If violent or aggressive behaviour occurs, children will be removed from the playground and taken to a senior member of staff. A restorative conversation will take place following the guidance outlined in this document.

Behaviour outside of school

We encourage children to show our expectations and Christian values in the wider community as well as in school. If behaviour incidents occur while children are travelling to or from school, we will investigate and respond appropriately. It may not always be necessary for school to become involved as this could be deemed

'outside of school' behaviour and therefore the responsibility of the parents. The Headteacher will make this decision based on the situation and parents will be contacted by a member of school staff. If it is deemed appropriate for school to become involved, suitable consequences may include and are not limited to:

- Contact with parents
- Parents to pick up their child from school
- Amended drop off and pick up arrangements agreed with parents
- Police/other agency involvement if deemed appropriate.

Use of reasonable force and seclusion

DFE Restrictive Interventions, including use of reasonable force in schools 2026

To prevent the need for physical interventions staff at St Peter's aim to create an environment that enables children to thrive and achieve. Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at St Peter's CE Primary School who are certified in the Team Teach and follow the policy and procedures for Physical Intervention.

These situations may include:

remove disruptive children from the classroom where they have refused to follow an instruction to do so
prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
restrain a pupil at risk of harming themselves through physical outbursts.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce use of reasonable force. Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (April 2026) Physical intervention must be recorded as a Physical Intervention log on CPOMS. This will be monitored by the inclusion team and SLT and where appropriate, a meeting will be held to discuss the intervention, debrief and put in appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Searching and Confiscating Property

As a school, we reserve the right to use searching, screening and confiscation powers appropriately to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe.

We adhere to the guidance outlined in the document 'Searching, Screening and Confiscating – Advice for Schools July 2023'.

Recording and Reporting

All incidents involving restrictive interventions must be recorded on the school's incident form immediately after the event.

Records must include:

- Date, time, and location of the incident
- Names of staff and pupils involved
- Description of the incident, including what led up to the incident, identified or potential triggers
- Actions taken
- Any relevant needs or identified SEND
- Reasons for using force and details of the force used

Any injuries or medical treatment required
Follow-up actions and support provided

Parents/carers must be informed on the same day and as soon as possible after the incident. They will receive a written report outlining:

The date, location and approximate duration of the intervention
A brief account of why the intervention was assessed as necessary in that instance
A brief account of what type of force was applied, and the degree of force
Details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Parents will be invited to have a follow-up discussion about the incident where appropriate.

This could involve a discussion about:

Any behavioural triggers or warning signs of an impending incident
whether any agreed behaviour support plans were followed
what de-escalation strategies were used and how effective they were
what might be done differently in the future
The school may use this information to amend any existing behaviour support plans, as needed.

Post-Incident Support

Pupils involved will be given time and support to recover emotionally and physically.
Staff will have access to debriefing and support as needed.
The incident will be reviewed by leadership to identify any learning or changes needed.

Training

All staff will receive regular training on positive behaviour management and the safe use of restrictive interventions.
Training will include legal frameworks, de-escalation techniques, and physical intervention methods appropriate to the school context.

Seclusion

Seclusion is the supervised separation of a child from other children, typically in a designated room or area, to manage behaviour that poses a risk to themselves or others. It is distinct from exclusion and must never be used as a punishment or for prolonged periods.

Principles and Values of Seclusion

Seclusion will only be used when absolutely necessary and proportionate to the risk presented. It will be conducted in a manner that respects the child's dignity, ensuring their physical and emotional safety. The child's needs, including SEND and EAL, will be carefully considered before and during seclusion. Staff will use de-escalation and positive behaviour strategies to avoid the need for seclusion. Parents/carers will be informed promptly and involved in follow-up support. All use of seclusion will be recorded, monitored, and reviewed regularly to ensure compliance and effectiveness.

Implementation Procedures

Before Seclusion

- Attempt de-escalation strategies (verbal reassurance, distraction, offering choices).
- Consider the child's individual needs, triggers, and any relevant risk assessments.
- Ensure the designated seclusion area is safe, well-ventilated, and free from hazards.

- Inform a member of the SLT of the intention to use seclusion.

During Seclusion

- Supervise the child at all times; never leave them alone.
- Keep the seclusion period as brief as possible.
- Provide access to water, toilet facilities, and comfort as needed.
- Monitor the child's physical and emotional well-being continuously.

After Seclusion

- Debrief with the child to understand their feelings and support their reintegration.
- Inform parents/carers as soon as possible, explaining the reasons and outcomes.
- Complete a detailed incident record including the context, duration, and follow-up actions.
- Review the incident at staff and leadership level to identify preventative measures.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at St Peter's CE Primary School, the decision to internally exclude, suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence may be that the child is unable to return to their class or school (suspension) for a fixed period of time or in extreme circumstances, maybe subject to a permanent exclusion which case we will refer to the

Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy '(from DFE– Sept 23).

The decision to exclude sits with the Head teacher and in their absence, the Deputy Headteacher.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Complaints

If there are any complaints from members of the school community regarding any content in our Relationship and Behaviour Policy, these will be dealt with in line with the school's complaints policy.

Related Policies

This policy should be read in collaboration with the following policies and documentation:

- Keeping Children Safe in Education
- Complaints Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Home-School Agreements

This policy should be read alongside this document:

- Suspensions and Permanent Exclusion 2023
- Behaviour in School – Advice for Headteachers 2022
- Use of Reasonable Force in Schools 2013
- Searching, Screening and Confiscating – Advice for schools July 2022

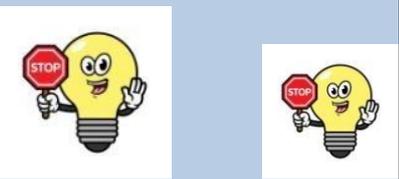
Appendix I - Restorative Conversation

The restorative conversation is an opportunity for the individual to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

- 1) What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.
- 2) What were you thinking/feeling at the time?** This reflection helps the pupil to reconsider their actions and replay their thought processes.
- 3) How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.
- 4) What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation.
- 5) How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.

Appendix II – Classroom display

| | |
|--|--|
| <p>Relate</p>  | <p>Consistent high-quality teaching, adapting where necessary.</p> <p>Spotting children showing expected behaviour using Class Dojos and praise.</p> |
|--|--|

| | |
|---|---|
| <p>Remind</p>  | <p>Verbal or non-verbal reminder (no more than 2 occasions).</p> <p>Move to a different place and miss 5 mins of lunchtime.</p> |
| <p>Stop and Think</p>  | <p>Continue the behaviour and miss 10 mins of playtime.</p> <p>Move next to an adult.</p> <p>Class adult to have a conversation to reset.</p> |
| <p>Consequence and Repair</p>  | <p>Time out of class for reflection.</p> <p>Sent to a different classroom for the rest of the lesson.</p> |

Appendix III Scripted Responses

At St Peter's we This is how we do it here.

Thank you..... That's right

What should you be doing now?

I care about you, I care about this lesson and I'm not going away.

I have asked you twice now to You have chosen not to do it. You now lose a cube and 5 mins play time.

Choose to do it again and you will lose another cube and ten mins of your play time.

Maybe they did but, I'm sorry, on this occasion I didn't see it but if they do it again there will be a consequence.

I heard you call A name. That's 5 mins lost playtime, do it again and you will miss ten.

Appendix IV - Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Peter's CE Primary School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty. We want children at St Peter's CE Primary to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.

- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their persona 'toolkit').

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly. **Green**

Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

