



St Mary the Virgin

CE PRIMARY SCHOOL

Relationship and Behaviour Policy



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1. Policy Statement

St Mary the Virgin CE Primary School is a school that is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Relationship and Behaviour policy guides staff to teach self-regulation not blind compliance. It is rooted in our Christian Vision and Values with a heavy emphasis on positive and respectful relations.

2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and where good relationships are promoted.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
 - [The Equality Act 2010](#)
 - [Restrictive Interventions including use of reasonable force in schools](#)
 - [Supporting pupils with medical conditions at school](#)
- [Also – special educational needs and disability \(SEND\) code of practice. KCSIE](#)

SAST Behaviour Principles

3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through modelling support and positive interventions.

Consistency matters most

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority because they have positive relationships

with them and feel safe. However, there needs to be some *flexibility* that allows for personalisation and reasonable adjustments.

4. Staff at our school will:

- Meet and greet children every morning.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners. – Refer to the Vision and Values Pathway as a visual cue.
- Refer to ‘Ready, Respectful, Safe.’ For happy break and lunch times.
- Never ignore or walk past learners who are not adhering to our school’s vision and values.

Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a response to the learners that takes account of the behaviour shown and an appropriate and restorative course of action.

Senior Leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around school and especially at key points of the day.
- Celebrate staff, leaders and learners whose effort goes ‘over and above’ expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Be available for identification of ‘red behaviours.’
- Regularly review provision for learners who fall beyond the range of written policies.

5. Recognition and Rewards

The decision to review our Behaviour Policy, as part of our School Development Plan 2022/23, was led by the children, prior to, during and after the Coronavirus Pandemic for the following reasons:

- To stop using single use plastics for recognition bands
- To not link behaviour recognition to attendance
- And importantly because *our Christian Vision and Values are held in “our hearts.”*
- The children readily talk about taking the right path: *“Direct my Footsteps according to your word.” Psalm 119:133*

And should they take the wrong path, taking the responsibility to get back on the right path again. Getting back on the right path will be through self-reflection, “When there was only one step of footsteps in the sand, it was then that I carried you”.

Children will therefore be rewarded by:

- Positive affirmations
- Team Points – the team with the most points each half term earn money for their chosen charity.
- Vision and Value Awards
- Great 8 Learning Behaviour Awards
- Headteacher Awards

The Vision and Values and Great 8 Learning Behaviour awards are presented in whole school Celebratory worship each Friday, together with celebrating, for example, sporting achievements and a wide range of achievements outside of school.

6. Managing Behaviour

Classroom/Teaching space

Engagement with learning is always the primary aim. For most learners, a gentle reminder or encouragement in the right direction is all that is needed. The main aim is to prevent before issuing sanctions. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning. Steps should always be used with care and consideration, considering individual needs where necessary. We need to praise the behaviour we want to see.

Steps	Actions (appropriate for the age of the child).
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2. Reminder	A reminder of the expectations Ready, Respectful, Safe (Praise if child models a return to good behaviour).
3. Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. Internal Referral	At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All internal referrals must be recorded on the School Behaviour Log on My Concern
5. Formal Meeting	A meeting with the teacher, learner and a member of SLT, recorded on School Behaviour Log on My Concern.

Agreed Consequences to be used at appropriate points: (Age appropriate)

- Miss part of playtime/all of playtime. Child to stay with adult at playtime. Adults to discuss with the child how much time the behaviour warrants e.g. aggressive behaviour would not warrant 5 minutes only.
- Finish work/miss all or part of lunchtime. Children missing any lunchtime should be taken to the SLT.
- Community service, such as helping in the lunch hall, litter picking, tidying a cloakroom.

Play/Lunchtimes and Orbit Club Steps:

Behaviour expectations remain the same during lunchtimes. The following steps will be taken:

1. **Reminders** – quick, quiet reminders, delivered privately where possible. Give gentle encouragement. Remind them of **Ready, Respectful, Safe**.
2. **Repeat reminders** if necessary to de-escalate and decelerate. Praise where the child is modelling good behaviour.
3. **Verbal Caution** – deliver privately if possible. Make the child aware of their behaviour and outline the next steps/consequence if it continues. Give them a final opportunity to engage and offer a positive choice.
4. If child continues to not engage then they will stand next to the Midday supervisor to cool off and clam down. If child is unable to do these then the Midday Supervisor may need to make the decision for the child to leave the playground and be spoken to by a teacher.
5. Any Red Behaviour should be reported by the Midday Supervisor to a member of SLT

A **Serious Breach** is an incident that may lead to a suspension. Alternatives to suspensions should be discussed so that decisions are made on what is most appropriate with all extenuating circumstances and safeguarding matters considered. In such circumstances the SAST Inclusion, Suspension and Exclusion Policy will be referred to.

Beyond the school gate:

When the pupil is: taking part in any school-organised activity, taking part in school-related activity, travelling to or from school, wearing school uniform, or is in some other way identifiable as a pupil at the school. Staff can discipline the pupil on school site or elsewhere if they are responsible for them.

Staff management of a situation would be appropriate if anything a pupil does in these circumstances could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The school is keen to work with the families and local community to share the responsibility for pupil behaviour and seek to positively influence this at all times.

Red Behaviours

There are some behaviours, which need to be dealt with by a member of the SLT. These are behaviours that are unacceptable. They include:

- Swearing,
- Physical behaviour
- Discriminative comments,
- Confirmed bullying.
- Stealing school or others property
- Vandalism of school or others property

If this behaviour is identified, then an instant consequence will be delivered once it is clear that the child has displayed one of these behaviours. The member of staff involved needs to inform a member of the SLT that the child will be joining them for

playtime/lunchtime. Depending on the nature of the incident, a member of the SLT may come and see the child straight away or they will speak to the child when they arrive for their consequence. This will mean they miss the following playtime/lunchtime, and a phone call will be made home to the parents/carers to inform them of the behaviour. When appropriate a restorative conversation will take place to discuss the behaviour with the child and with the parent/carer present if appropriate. Some of these behaviours may go beyond 'red' and warrant a suspension. see section 8

Bullying

We take any allegations of bullying seriously and investigate them fully. Further information about this can be found in our Anti-bullying Policy (to be updated) and in the Peer-on-peer section below.

Sexual Abuse and Sexual Harassment

Our staff are kept up to date with research findings and legislation. Staff are aware of behaviours, which constitute sexual abuse/harassment. As a school, we have zero tolerance to these behaviours. We are aware that these incidents may happen and our approach to dealing with these will be on an individual level. We will work with the child and parents/carers and consult with wider agencies if required to help them understand and identify their behaviour choices and its impact on others. In school, we ensure that we are proactive in educating children on the subject of sexual abuse and harassment through our RSHE curriculum. We also use further resources if we feel further education is required. Any incidents are recorded and reported to Governors/Trustees and if deemed necessary, wider agencies such as social care or Dorset Police.

Reporting incidents of Sexual Abuse or Harassment.

- Staff member to report incident, once they have all the details to a member of SLT/DSL.
- SLT/DSL will decide what approach needs to be taken with the incident.
- A conversation will take place with the perpetrator(s) and a separate conversation will take place with the victim(s).
- From this discussion, it will be decided on whether wider agencies need to be involved.
- Parents will be informed of the incident.
- Perpetrator will spend some time with a member of staff holding a restorative conversation about understanding their actions, and what they can do to change/improve their behaviour choices.

It is important that school take into consideration the following when deciding on the appropriate consequences:

- Age and development stage of the alleged perpetrator(s).
- The nature and frequency of the alleged incident.
- How to balance the sanction alongside the need for further education or safeguarding support.

Child on Child Abuse

Again, staff are kept up to date with recent research and legislation. Staff all understand the importance of challenging inappropriate behaviours between peers. Child on Child Abuse is dealt with in a similar way to sexual abuse/harassment. We deal with each incident on an individual basis, whilst firmly believing that education is crucial to ensure children develop an understanding of what is acceptable and unacceptable behaviour and its impact on others. All incidents are recorded and categorised on My Concern. Parents/Carers will be informed of incidents. Incidents are also reported to Governors/Trustees and if needed to Social Services or Dorset Police. Child on Child abuse can include bullying (including cyberbullying, prejudice based and discriminatory bullying). As a school, these are taken seriously, and we have included opportunities within our curriculum (RSHE & online safety), to educate children to gain an understanding of what is acceptable and unacceptable behaviour. We continue to challenge these behaviours to ensure we have a safe environment and culture for all our children. Again, these will be dealt with on an individual basis, but within our behaviour policy bullying is classed as one of our red behaviours when confirmed after investigation and if further systems need to be implemented, then this will be agreed by SLT.

Behaviour Incident Recording

All staff have a responsibility to record behaviour on My Concern where it is deemed that is required. If a sanction has been given, then the incident will be recorded but staff may feel some lower-level behaviours are also worth recording (especially if behaviour patterns are emerging). Any records should be completed accurately and provide clear and factual reports of the events. Any incidents should be recorded in a timely manner (ideally before leaving at the end of the day) and ensure that key member of the SLT is alerted if needed. All red behaviour incidents will be recorded on My Concern by a member of the SLT.

7. Individual Behaviour Plans

For children, where repeated behaviour continues even after restorative work has been completed and initial support steps, then a discussion with the SENCO needs to be organised and if agreed, an Individual Behaviour Plan will be developed. This plan should have the involvement of the child and parents and targets will be agreed which the child will work on. The child needs to be clear on what the expectation is and the strategies that have been put in place to support the child to achieve the appropriate behaviour. (*Appendix 2*)

8. Exclusions

Any decisions on suspension and exclusion will be made following the principles and procedures laid out in the SAST Inclusion, Suspension and Exclusion Policy (2022)

9. Confiscation of Inappropriate Items

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable. A member of staff also has the power to confiscate property that may be deemed as inappropriate or a danger to other members of the school community.

10. Restrictive Interventions, including use of reasonable force, in schools

DfE Guidance for Schools in England (April 2026). This guidance replaces Use of Force (2013)

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

12. Power to Search Without Consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Assistant Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

13. Monitoring and Review

This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information. The policy will be formally reviewed on an annual basis or in the light of any relevant legislative changes or updated guidance. This policy will be used in conjunction with the Child Protection Policy, the Anti-Bullying Policy, and Public Sector Equalities Duty Statement.

Appendix 1 Restorative Conversations

These can be a discussion with the child. It may take the form of a quick chat or could be a more formal restorative conversation.

This conversation will give the child opportunity to think about their behaviour and its effect on themselves and others.

Appendix 2 Support Step

If restorative conversations are unsuccessful or the behaviour is more serious; for example, aggressive or threatening behaviour then further support will be required. The support step will be with a Senior Leader. This will be specified on a Personalised Plan for the child. At this point, any additional support may be discussed. Parents will also be included during this stage. During this stage, the discussion will focus more on developing a plan with the child on how we can work to improve the behaviour. This can include looking at triggers and how we can reduce these. A linked adult can be placed with the child to follow up and support. Consequences will be agreed and made clear if these behaviours were to continue. By the end of the meeting, the action plan is agreed with the adult and child and parents are notified if not at the meeting.

READY, RESPECTFUL, SAFE



What do BREAK and LUNCH TIMES look like here?

READY

- Ready to share
- Ready to include our friends in games
- Ready when asked to line up
- Ready to tidy up when asked

RESPECTFUL

- Respectful to the adults on duty
- Respectful to each other
- Respectful of the equipment we have
- Respectful of the trees and environment
- Respectful of the rules about where we can play

SAFE

- Safe in the games we play
- Safe in the choices we make
- Safe in the way we use equipment
- Safe in the way we line up
- Safe in the way we move in and out of the building
- Safe in the way we clear away