



Behaviour and Relationships Policy

June 2026

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Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1	Review in line with new initiatives	All sections	Manda Holliday December 2022	Staff/ governors/ December 2022	FGB 12 th December 2022
1.1	Include Emotion Coaching and mindfulness	All sections	Glen Tharia/Manda Holliday December 2023	Staff January 2023	FGB 5 th February 2023
1.2	Review in line with new initiatives	All sections	Manda Holliday February 2024	Staff February 2024	FGB February 2024
1.3	Amendments for clarity	1/2/4/5/9/10/ 11	Manda Holliday January 2025	Staff January 2025	FGB February 2025
1.4	Amendments for clarity and understanding	9 and 10	P Riddle	Staff June 2026	FGB July 2026

Date for Review: July 2027

1. Introduction

Elmbridge Primary School 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.

The school has 3 simple rules: **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

Relentless routines

We encourage all our school community to follow our 'relentless routines' of:

- calm corridors
- wonderful walking
- legendary line-ups
- marvelous manners.

Mindfulness

We use mindful activities throughout the school day, to promote calm, positive behaviour and to help everyone focus.

2. Aims and Purpose of the Policy

Aims:

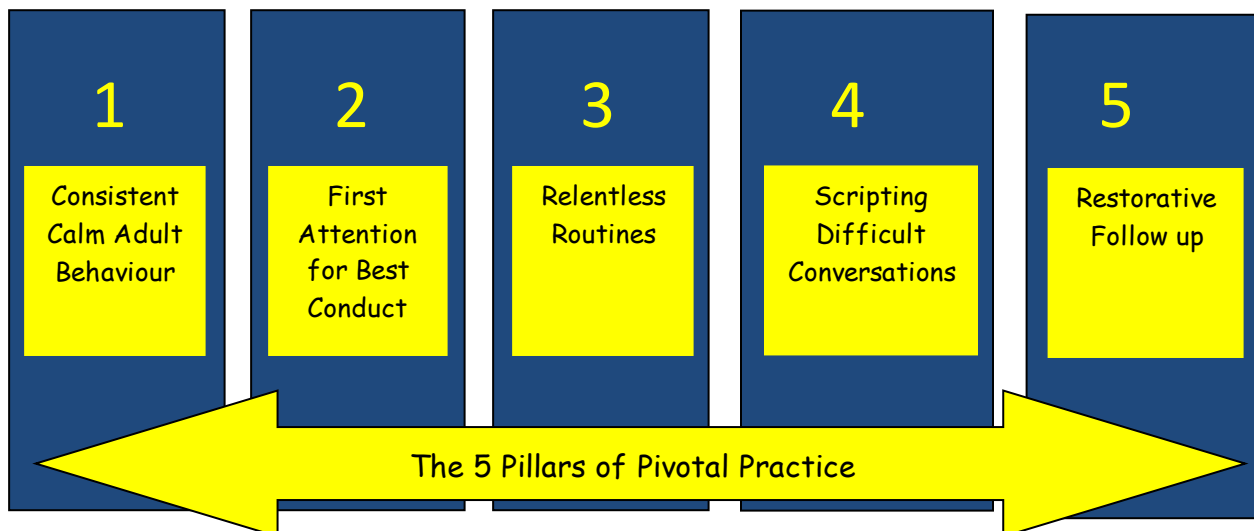
- To create a culture of exceptionally good behaviour.
- To ensure that all learners are treated fairly and shown respect.
- To promote good relationships.
- To give learners recognition for good conduct.
- To help learners be responsible for their own behaviour.
- To build a community, which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy:

To provide a practical consistent approach for staff and learners that:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**



"When the adults change, everything changes" (Pivotal Education)

3. Links to Other Policies

Elmbridge Primary School will consider behaviour and relationships when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Relationships
- Attendance
- Children in Care
- Complaints
- Confidentiality
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- Intimate Care
- Medical Needs
- Offsite visits
- Online Safety
- Pastoral Care
- Public Sector Equalities
- Pupil Premium
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Special Educational Needs Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Wellbeing Curriculum (RHE)
- Whistleblowing
- Young Carers/Young Ambassadors

4. Roles and Responsibilities

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. All staff will have an opportunity to familiarise themselves with this policy during staff induction.

Governors

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The governing body will also review this behaviour policy in conjunction with the senior leadership team and monitor the policy's effectiveness.

We expect every member of staff to:

- Implement the behaviour policy consistently.
- Meet and greet at the classroom door.
- Use the language of 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Give first attention to best conduct.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (e.g., Recognition boards).
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Remind all learners to follow the school rules.
- Provide a personalised approach to specific behavioural needs of particular pupils.

Senior Management Team (SMT) and Senior Leadership Team (SLT)

SMT/ SLT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

SMT/ SLT will:

- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and, where necessary, supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive notes or stickers, positive phone calls, positive emails and face to face conversations.
- Ensure staff training needs are identified and targeted.

- Take time to welcome learners at the start of the day.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Regularly review provision for learners who have bespoke positive behaviour plans.

Parents are expected to:

- Support their child in following the school rules.
- Inform the school in any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher, promptly.

We expect pupils to:

- Be Ready
- Be Respectful
- Be Safe

5. Recognition and Rewards for Effort

Our staff understand that at Elmbridge Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include:

- In class, pupils are praised for positive behaviours and their name is placed on the class Recognition Board. This may be followed by a note home, a sticker, a phone call, an email or a face to face chat, to let parents/carers know about their child's achievement
- 'Star of the day' (infants) and 'Star of the week' (KS1 and KS2) are rewarded in our weekly celebration assembly. When a child receives their star of the week certificate, they enjoy the benefit of sitting in 'pride of place' during assemblies. They also have a star of the week cushion to sit on in class throughout the week.
- 'Elmbridge Superstar Awards' for outstanding effort are presented to one child from each class, at the end of every half term. These children receive a teddy bear (infants) or a mug (juniors) as well as a certificate. The reasons why the child has received the award is written on the certificate, read out in assembly and published on the school website. Their names will also be placed on the 'Elmbridge Superstars' recognition board.

6. Restorative Practice (RP)

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative conversations should take place when trust is broken, behaviour has gone wrong, manners have disappeared, when someone has been hurt and/ or something has been said that should not have been.

Elmbridge Primary uses Restorative Practice (RP) to promote good behaviour and resolve challenging behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be used. Issues are addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

Restorative Practices in schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- resetting boundaries
- supporting staff, children and families to use RP to build community

Restorative Questions

1. What happened?
2. What were you feeling about at the time?
3. What do you feel about it now?
4. Who has been affected by what you did?
5. How has this affected you?
6. What is needed to do to make things right?
7. What support do you need to do this?

Peer Mediation

Our pupil peer mediators ('Helping Hands') are on duty during break and lunch times on the reception, Year1/2 and Y3/4 playgrounds. They are trained to help children resolve conflicts. They follow a carefully designed script, which is line with our restorative practice questions.

7. Emotion Coaching (EC)

Definition

Emotion Coaching is helping children to understand the different emotions they experience, why they occur and how to handle them.

Emotion Coaching involves:

- Teaching children about the world of emotion 'in the moment'
- Accepting difficult emotions as normal
- Using moments of difficult behaviour as opportunities for teaching
- Giving children strategies to deal with ups and downs
- Building trusting and respectful relationships with children

Elmbridge Primary School uses the 4 steps outlined below (with examples of what to say or look for) to help children regulate their behaviour:

Step 1 Recognising the child's feelings and empathising with them – connection before correction	What does your child's face look like? How they are holding their body? How they are breathing? What gestures are they using?
Step 2 Validating the feelings and labelling them – name it, to tame it.	"I can see that you get angry when that happens. I would feel angry...if that happened to me" "It's normal to feel like that."
Step 3 Setting limits on behaviour (if needed)	"When you want (to go out to play) you must always ask first" "Doing that is not ok" "This is not a safe place to be angry"
Step 4 Problem-solving with the child	'What does your body feel like now?' 'What feelings are you having?' 'Let's think of what we could have done instead' 'Let's decide what you will do next time you feel like this'

We believe that Emotion Coaching teaches children to trust their own feelings, leads to self-regulation, teaches lifelong emotional intelligence and helps to develop strong relationships with others.

8. Managing Behaviour

Engagement with learning is always our primary aim at Elmbridge. For the vast majority of our learners, a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. Before this happens, steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. During these steps, it is important to praise the behaviour that you want to see.

Practical steps in managing and modifying poor behaviour

Staff will deal with behaviour without delegating. Staff will use the following steps in behaviour management for dealing with poor conduct:

Elmbridge Classroom Support Plan

Reminder	A reminder, redirecting the child to the agreed boundaries for the lesson and the school rules. Ask the child to recall them if time allows. Praise will be given if the child is able to model good behaviour as a result of the reminder.
Warning	A clear warning, outlining the behaviour that is causing concern. Back this up with a positive and/or some positive attention. This should be delivered privately if possible. Clearly outline the consequences if the poor behaviour continues.
Park & Repair	A change of seat or some time working away from the rest of the class (dependent on pupil). This is where a well-planned scripted intervention is key (in or out of class). <u>Example script:</u> • 'X' I've noticed that... (State behaviour) • Your choices are... (highlight possible consequences) • Remember when... (remind of previous good conduct) • That's the 'X' I want to see today. • Thank you for listening. Pupils are expected to stay behind for a few minutes after the lesson to repair the situation.
Time out	If the pupil does not modify their behaviour, removal from the class for the rest of the lesson may be necessary, to allow time to calm down, reset, or view the situation from a different perspective. This is followed up by a structured restorative conversation (see restorative questions) in which a fair consequence is agreed. (Teacher's choice - natural consequence/remove of privilege...)

Consequences

- If a child has two incidents in a week requiring reflection, the class teacher must inform parents.
- If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with SMT/SLT, class teacher and parents/carers will be arranged. At this stage, additional pastoral support may be implemented. These incidents should then be recorded on CPOMS (our school online recording system)
- Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

9. Serious Incidents

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Head teacher, SLT and SMT.

Such incidents could include:

- Fighting
- All forms of bullying (including online)
- Hate comments (see protected characteristics)
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.
- Sexual harassment/violence
- Vandalism

Suspension*

Elmbridge Primary believes that suspensions should only be used in a case of a serious incident. In order for children to achieve their maximum academic potential in the school both they **and** the adults who work in the school must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and could seriously harm the education or welfare others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete. Following a suspension, the pupil and parents meet the Headteacher or SLT/SMT along with the class teacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Permanent Exclusion*

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Elmbridge Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils and staff at the school.

(*see Exclusions and Suspensions Policy for further details).

10. Pupil Support

The school recognises its legal duty to prevent pupils with a protected characteristic or a social, emotional or mental health need from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, but balanced with the school's duty to protect others from harm.

Risk Assessments

- For some children it will be necessary to put a Risk Assessment in place, particularly if they have exhibited behaviour that could lead to suspension or permanent exclusion.
- The aim of the Risk Assessment is to minimise poor or high-risk behaviour by identifying when this can occur and identifying reasonable adjustments that are known by all staff.
- Risk Assessments are generally written by those adults working closely with children, with involvement for the SENCO, SLT and outside agencies if necessary. Parents/carers are also involved, with the consequences of poor behaviour clearly set out.
- Risk Assessments are generally reviewed termly, by the SLT, with a decision on whether to remove the Risk Assessment or carry on it on decided through consultation with the adults working closely with the pupil as well as the parents/carers.
- Alongside the Risk Assessment, a Behaviour Support Plan may be written to identify particular proactive support the pupil is receiving to reduce poor or high-risk behaviour. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's challenging behaviour may be linked to them suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place; information related to pupil behaviour is transferred to relevant staff, at our transition meetings, at the end and the beginning of the academic year.

11. Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of restraint must:

- Always be a last resort
- Be applied using the minimum amount of force
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

(See Physical Intervention policy)

Children and staff will be given time to reflect and appropriate support given.

Appendix 1 – Written Statement of Behavioural Principles

As governors at Elmbridge Primary School, we support the school's belief in fostering a positive and inclusive environment where every individual is valued, respected, safe and free from discrimination and the disruption from others.

Our community is built upon the foundation of mutual respect, responsibility, and kindness. We expect all pupils, staff, governors and visitors to continue to demonstrate a positive behaviour culture in line with the school's Behaviour Policy and Blueprint.

Our pupils will thrive in an environment that has consistent and high expectations of behaviour. This will be achieved through the teaching, demonstration and encouragement of our Relentless Routines, with reward and recognition of positive behaviour being integral to this.

Where behaviour does not meet these expectations, pupils will be helped to take responsibility for their actions by working restoratively with staff and others to resolve issues. Families/Parents or Carers will be involved in order to foster good relationships between the school and a pupil's home life.

There may be instances where behaviour results in the consideration of suspension or exclusion and for this 'The Suspension and Permanent Exclusions Policy' should be referred to and followed as needed.