



Behaviour and Relationships Policy

Adopted September 2026 | Review September 2027

Policy status and scope

This policy applies to all pupils, staff, volunteers and school activities, including breakfast and after-school provision, clubs, visits and circumstances in which the school may lawfully respond to behaviour beyond the school gate. It should be read with the Behaviour Curriculum, Safeguarding and Child Protection Policy, SEND Information Report, Anti-Bullying arrangements, Attendance Policy and Restrictive Intervention procedures.

Our vision

At Great Leighs Primary School, every child should feel safe, valued, respected and ready to learn. Behaviour is learned. Children thrive when expectations are clear, relationships are strong, adults are consistent and support is responsive to need.

Our vision Grow • Learn • Persevere • Succeed

We create a calm, safe and purposeful environment through compassion and kindness, hope, connection and belonging, high expectations and shared responsibility. Behaviour can provide information about a pupil's emotions, needs, skills and experiences. It is also influenced by development, relationships, environment, neurobiology, learned patterns and previous consequences. Adults seek to understand these factors while maintaining safety, clear boundaries and accountability.

Aims

- teach the behaviour, routines and learning habits pupils need to flourish;
- secure calm, safe and inclusive learning environments;
- promote respectful relationships, self-regulation, responsibility and repair;
- ensure consistent, proportionate and lawful adult responses;
- make reasonable adjustments and provide graduated support;
- prevent recurrence through teaching, support, consequences and review;
- monitor impact and address disproportionality.

1. Principles, rules and responsibilities

Principle	Commitment
Relationships matter	Adults build trust, know pupils well and communicate calm certainty.
Behaviour is taught	Expected behaviour is explained, modelled, practised, reinforced and retaught.
Consistency matters	Core expectations and processes are shared; appropriate adjustments are not inconsistency.
High expectations for all	Support enables pupils to meet expectations without reducing ambition.
Connection supports correction	Adults regulate themselves, understand context and correct behaviour clearly.
Restore, repair and reconnect	Consequences support safety and learning; pupils are helped to repair and rejoin successfully.

School rules and routines

- Kind Hands
- Kind Words
- Kind Feet
- Walk calmly through school
- Line up calmly and quietly
- Listen and respond to adults

The detailed knowledge, progression and teaching sequence are set out in the Behaviour Curriculum.

Pupil responsibilities

- learn, practise and follow the school's rules and routines;
- treat others and the environment with respect;
- seek help, report concerns and use taught regulation strategies;
- reflect, repair harm and return to learning after mistakes.

2. Expectations for adults

Consistency begins with adults. Every adult will:

- meet and greet pupils positively;
- build respectful relationships with pupils and families;
- explicitly teach, model, practise and reteach routines;
- maintain high expectations and make reasonable adjustments;
- use calm, clear and developmentally appropriate language;
- correct privately where possible and recognise success specifically;
- use the least intrusive effective response;
- follow agreed routines, scripts, recording and safeguarding procedures;
- use proportionate educational and protective consequences;
- support regulation, repair and successful reintegration;
- never shame, humiliate, ridicule or deliberately provoke a pupil;
- seek advice when behaviour may indicate SEND, mental health, trauma, safeguarding or unmet learning need.

Adult self-regulation We regulate ourselves first so that we can help pupils regulate, remain safe and return to learning.

Leaders will

- train and support all staff, including temporary, club and lunchtime staff;
- ensure expectations are feasible, inclusive and consistently understood;
- respond promptly to serious incidents and support those affected;
- monitor implementation, patterns, disproportionality and impact;
- ensure governors receive appropriate assurance and strategic information.

Parents and carers

The school works in partnership with families, communicates concerns and successes, listens to relevant contextual information and involves families in individual support and reintegration. Confidential information about other pupils cannot be shared.

2A. Trauma Perceptive Practice (TPP)

Great Leighs Primary School uses Trauma Perceptive Practice (TPP), the Essex approach to understanding behaviour and supporting emotional wellbeing. TPP is a whole-school, relationship-driven approach for all pupils and adults. It is grounded in compassion and kindness, hope, connection and belonging rather than blame, shame, hopelessness or disconnection.

Staff recognise that behaviour can communicate information about need, stress, fear, confusion, skill development or previous experience, but it is not always a deliberate message. Behaviour may also reflect learned habits, reinforcement, relationships, sensory or environmental factors, physical or emotional regulation and stage of development. Adults remain professionally curious about the function and context of behaviour, what has happened, what is happening now and what support or teaching will help. This understanding informs—not replaces—professional judgement, safeguarding action, SEND duties, clear teaching of expected behaviour, consistent boundaries and proportionate consequences.

TPP helps adults understand brain development, attachment, the stress response and the importance of relationships, co-regulation, self-regulation and resilience. Adults regulate themselves first, use calm and predictable responses, reduce avoidable threat, connect before correction where safe, and help pupils return to a state in which they can think, learn, reflect and repair. Staff wellbeing, reflective supervision and access to support are important because emotionally available adults are central to successful co-regulation.

TPP is not a label, diagnosis, checklist, quick fix or “soft” alternative to boundaries. It does not excuse harmful behaviour, remove accountability or require a child to disclose trauma. The school maintains high expectations, protects anyone harmed and uses proportionate educational or protective consequences. Understanding context helps the school choose the response most likely to build safety, responsibility, repair and lasting change.

- Adults notice triggers, stress cues and protective factors and share relevant information lawfully.
- Pupils are offered safe connection, co-regulation and practical strategies before restorative reflection when dysregulated.
- Individual plans describe helpful adult responses and reasonable adjustments without lowering essential safety expectations.
- Responses avoid humiliation, public shaming, unnecessary confrontation and punitive isolation.
- Leaders monitor whether TPP is evident in language, routines, support, consequences, reintegration and staff development.

3. Teaching, recognition and classroom practice

Teaching expected behaviour

The Behaviour Curriculum is explicitly taught during the first two weeks of the autumn term, after every holiday and whenever evidence indicates a need. New pupils and pupils returning from absence or suspension receive appropriate induction and reteaching.

Recognition

We believe that positive behaviour should be noticed and recognised. All staff are expected to actively notice and celebrate positive behaviour.

- Verbal praise
- Family points
- Positive messages home
- Sharing work with other adults
- Certificates
- Headteacher recognition
- Hot Chocolate Friday

Our focus is on recognising effort, kindness, perseverance and positive learning behaviours. Recognition is sincere, specific and equitable and does not publicly shame or rank pupils.

Predictable routines

- classroom entry, readiness, resources, attention, participation and transitions;
- movement through school and assembly;
- playtime, lunchtime and return to learning;
- toilets, help-seeking, end of day and unfamiliar events.

Learning environments and adult-led sessions

Teachers and support staff establish calm, safe and purposeful learning environments. These expectations apply to whole-class teaching, small-group interventions, one-to-one support, clubs and other adult-led activities.

- prepare an organised, inclusive environment and teach clear routines for starting, participating, seeking help, transitions and finishing;
- communicate expectations clearly, using visual or other adapted communication where appropriate;
- build safe, respectful relationships and recognise effort, kindness, perseverance and positive learning behaviours;
- match learning appropriately, anticipate barriers and follow agreed adjustments, regulation strategies and individual plans;
- promote participation and independence, avoiding unnecessary adult dependence;
- respond calmly, seek support when needed, and help pupils repair, reconnect and return successfully to learning.

Whole-school attention signal

Hand up—"3, 2, 1—Eyes on Me" 3: finish safely. 2: stop and become quiet. 1: hands still and attention towards the adult. Pupils then listen and wait for the next instruction. A reasonable adjustment may allow an alternative agreed way to demonstrate attention without requiring direct eye contact.

4. Responding to behaviour

Responses are calm, fair, proportionate and responsive to context. Staff prioritise safety and safeguarding. They use professional judgement rather than mechanically progressing through stages when behaviour is serious or when an adjustment is required.

Stage	Typical adult response	Recording/communication
1. Prompt or reminder	Non-verbal cue, proximity, redirection, brief reminder or re-model.	Usually no formal record.
2. Private warning and opportunity	"I've noticed... The expectation is... I know you can do this. What support will help?" Provide a clear opportunity to succeed.	The adult leading the session and the class teacher monitor and share relevant patterns.
3. Reflection and reteaching	Brief regulation/reflection time; practise the routine; restorative discussion when ready; complete interrupted learning where appropriate.	Record if part of a pattern or if required by procedure.
4. Consequence and family contact	Proportionate educational/protective consequence, repair, family contact and agreed support.	Record on CPOMS where appropriate and in accordance with school procedures.
5. Leadership and graduated support	SLT support, safety response, investigation, family meeting, SEND/SEMH consideration, individual plan or risk assessment.	CPOMS and safeguarding/incident records as required.

Serious behaviour may move immediately to leadership response

- physical aggression or behaviour presenting a significant risk;
- bullying or threatening behaviour;
- racist, faith-based, sexist, misogynistic, homophobic, biphobic, transphobic or disability-related incidents;
- sexualised language, sexual harassment or harmful sexual behaviour;
- significant deliberate damage, prohibited items or leaving the site;
- any safeguarding concern.

All incidents are investigated fairly. Staff listen to pupils, support those affected, consider safeguarding and SEND, record as required and take steps to prevent recurrence.

Prohibited items, searching and confiscation

The school follows current Department for Education guidance on searching, screening and confiscation. Any search is carried out respectfully, proportionately and with regard to the pupil's age, communication, SEND, disability, medical needs, safeguarding and dignity. Staff consider whether possession of an item may indicate that a pupil is at risk of harm or exploitation and involve the Designated Safeguarding Lead where appropriate.

The headteacher and members of staff authorised by the headteacher may search a pupil or their possessions without consent where they have reasonable grounds to suspect possession of a prohibited item. Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers, vapes or e-cigarettes;
- fireworks;
- pornographic images;
- an article that has been, or is likely to be, used to commit an offence, cause personal injury or damage property;
- a mobile phone, smart device or another item banned by the school rules and identified as an item for which a search may be made.

Pupils must not use mobile phones or similar personal devices during the school day. Any exception for a medical need, disability or reasonable adjustment, safeguarding need, independent travel or another exceptional circumstance must be agreed with the school; the device must then be switched off and stored as directed.

School staff may confiscate a prohibited or banned item, an item that presents a risk, an item that may be evidence of an offence, or an item whose possession or use is harmful or detrimental to school discipline. The school will retain, return, dispose of or pass items to the police in accordance with the law and DfE guidance. Parents or carers will be informed as required. Staff will not conduct a strip search; any such action is a matter for the police and is subject to the safeguarding requirements in national guidance.

5. Consequences, removal and reintegration

Purpose of consequences

Consequences protect safety and learning, help pupils understand impact, teach a more successful response and support repair. They are not used to shame, humiliate or seek retribution.

Educational consequences	Protective consequences
Reteaching and practising the expected routine.	Increased supervision or adjusted staffing.
Completing interrupted or unfinished learning.	A temporary change of place, seating, activity or play arrangement.
Restoring property or making an appropriate act of repair.	An individual support plan or risk assessment.
Reflection and rehearsal of a future response.	Internal removal or suspension where lawful, necessary and proportionate.
A sincere apology when understood and freely offered.	Measures to protect pupils or staff affected by an incident.

Break and lunchtime consequences

Where part of break or lunchtime is used for reflection, repair, practice or completion of learning, pupils retain reasonable opportunities to eat, drink, use the toilet and regulate. Arrangements consider age, SEND, medical and wellbeing needs.

Internal removal

Removal from a classroom is a serious, supervised and time-limited response used only when necessary to maintain safety or restore a purposeful learning environment. Pupils continue to receive meaningful education. Leaders record and review

use, consider patterns and disproportionality, communicate with families as appropriate and plan successful reintegration. “Internal suspension” is used only where the school has a separately defined and appropriately governed arrangement.

Reintegration

- welcome the pupil back without public stigma;
- clarify expectations and support;
- repair relationships and address the needs of those affected;
- review triggers, curriculum access and reasonable adjustments;
- agree how success will be noticed and reviewed.

6. Inclusion, SEND and graduated support

The school complies with its duties under the Equality Act 2010 and the Children and Families Act 2014. Staff consider whether behaviour is related to SEND, disability, communication, mental health, trauma, medical need, safeguarding, attendance, curriculum access or environmental barriers.

Reasonable adjustments

- adapted communication, processing time and visual support;
- additional modelling, pre-teaching and rehearsal;
- sensory or environmental adjustments;
- planned movement, co-regulation and access to a safe regulation space;
- alternative ways to demonstrate listening or readiness;
- adult response plans, individual behaviour plans and risk assessments;
- adjusted consequences where needed to ensure they remain fair, accessible and effective.

Consistency is not sameness The core expectation remains clear. The route by which a pupil understands, practises and meets it may be personalised.

Graduated support

1. Identify and describe the behaviour, context, strengths and impact.
2. Gather pupil, family, staff and relevant professional information.
3. Review teaching, curriculum, environment and reasonable adjustments.
4. Agree a small number of pupil-centred outcomes and support strategies.
5. Implement consistently and review impact at a specified date.
6. Seek specialist or multi-agency advice where necessary.

Support does not remove accountability or the school's duty to protect others. Responses remain proportionate and are designed to increase successful participation and independence.

7. Restorative practice and anti-bullying

Restorative conversations

Once pupils are regulated and ready, adults may ask:

- What happened?
- What were you thinking or feeling?
- Who has been affected and how?
- What needs to happen to put things right?
- What support or strategy will help next time?

Restorative work complements—not automatically replaces—proportionate consequences, safeguarding action or support for those harmed.

Bullying

Bullying is usually repeated behaviour intended to hurt someone physically or emotionally and may involve an imbalance of power. It can be direct, indirect or online and may target a protected characteristic or perceived difference. STOP—“Several Times On Purpose”—is a memory prompt, not the sole definition.

A serious one-off incident, discriminatory incident, harmful online act, sexual harassment or harmful sexual behaviour is addressed promptly whether or not it meets the definition of bullying.

The school will

- take every report seriously and act promptly;
- ensure immediate safety and support for the pupil affected;
- investigate fairly, record appropriately and inform families as appropriate;
- apply safeguarding procedures when required;
- address prejudice, discriminatory language and harmful attitudes;
- support the pupil responsible to understand impact and prevent recurrence;
- monitor patterns, locations, groups and effectiveness of actions.

8. Safeguarding and restrictive intervention

Safeguarding

Behaviour may be a safeguarding indicator. Staff follow Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection Policy. Child-on-child abuse is never dismissed as banter, part of growing up or "just having a laugh". Sexual violence, sexual harassment and harmful sexual behaviour are managed through safeguarding procedures alongside any behaviour response.

Restrictive interventions and reasonable force

The school follows DfE guidance Restrictive interventions, including use of reasonable force, in schools, effective from 1 April 2026. Restrictive intervention is used only when lawful, necessary and proportionate, using no more force than necessary for the least amount of time. It is never used as a punishment.

The school will

- prioritise prevention, de-escalation and the least restrictive response;
- consider the pupil's SEND, communication, medical needs, trauma history, wellbeing and individual plan;
- protect dignity and monitor physical and emotional welfare;
- ensure staff understand their powers, responsibilities and training arrangements;
- record every significant incident and any seclusion in accordance with statutory requirements and DfE guidance;
- report incidents to parents or carers in accordance with statutory requirements and guidance, subject to safeguarding considerations;
- provide appropriate post-incident support for pupils and staff;
- review incidents, plans and environmental factors to reduce recurrence;
- provide governors with appropriate oversight of patterns and practice.

Detailed procedures, definitions, recording arrangements and staff guidance are set out in the school's Restrictive Intervention procedures. Any use of seclusion must meet the specific legal and guidance requirements; informal or punitive seclusion is not permitted.

9. Suspension and permanent exclusion

Only the headteacher—or the acting headteacher—may suspend or permanently exclude a pupil. Decisions follow current statutory DfE guidance, are lawful, reasonable, fair and proportionate, and take account of safeguarding, SEND, disability, relevant context and the interests and safety of the school community.

Suspension

Suspension may be used for a serious incident or persistent behaviour where this is warranted. The school records the decision and reason, informs parents and relevant bodies, provides education as required and plans reintegration. Support and reasonable adjustments are reviewed to reduce recurrence.

Permanent exclusion

Permanent exclusion may be considered in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others, in accordance with statutory guidance.

Reintegration after suspension

- a welcoming, non-stigmatising return;
- review of the incident, pupil voice and the needs of those affected;
- clear expectations, support and reasonable adjustments;
- curriculum access and catch-up arrangements;
- a review date and named adult;
- family and multi-agency involvement where appropriate.

The school monitors suspensions, permanent exclusions, internal removals and repeat incidents by pupil group and considers disproportionality and whether additional action is required.

10. Recording, monitoring and governance

Recording

Staff record incidents on CPOMS or other agreed systems in line with school procedures. Records are factual, timely, proportionate and distinguish observation from interpretation. Safeguarding, bullying, discriminatory incidents, sexualised behaviour, restrictive interventions, serious incidents and patterns are recorded and escalated as required.

Monitoring

- frequency, type, location and time of incidents;
- bullying, discriminatory and prejudiced behaviour;
- sexual harassment and harmful sexual behaviour;
- internal removal, suspension and permanent exclusion;
- restrictive intervention and seclusion;
- attendance, persistent absence and reintegration;
- patterns for disadvantaged pupils, SEND, pupils known to social care and other vulnerable groups;
- pupil, staff and family voice;
- implementation of the Behaviour Curriculum and impact of support plans.

Governance

Governors approve and review the policy, fulfil statutory duties, receive appropriate information about implementation and impact, and provide strategic support and challenge. Governors do not become involved in individual operational decisions except where they have a formal statutory role.

Complaints and allegations

Concerns about the application of this policy may be raised through the school's Complaints Policy. Allegations concerning staff are managed under safeguarding and staff disciplinary procedures, not investigated through the ordinary pupil behaviour process.

Appendix 1: consistent adult response

Situation	Suggested language
Reminder	"At Great Leighs, we... Thank you."
Private warning	"I've noticed... The expectation is... I know you can do this. What support will help?"
Reteach	"Let me show you the first step. We will practise it together."
Dysregulation	"You are safe. I am here to help. We will talk when you are ready."
Boundary	"I will not let you hurt someone. I am going to help everyone stay safe."
Reintegration	"We are pleased you are back. This is what will help you be successful."
Repair	"Who has been affected? What needs to happen now? What will help next time?"

Appendix 2: decision prompts for staff

- Is anyone unsafe or is this a safeguarding concern?
- Has the behaviour been explicitly taught and practised?
- What does the pupil understand and what might be preventing success?
- Is a reasonable adjustment required?
- What is the least intrusive effective response?
- What consequence is logically connected, educational or protective?
- What repair and reintegration are needed?
- What should be recorded, shared or reviewed?

Relevant national guidance

- DfE, Behaviour in schools: advice for headteachers and school staff (February 2024).
- DfE, Searching, screening and confiscation: guidance for schools (July 2023).
- DfE, Mobile phones in schools (statutory guidance effective June 2026; schools to follow from September 2026).
- DfE, Restrictive interventions, including use of reasonable force, in schools (effective April 2026).
- DfE, Suspension and permanent exclusion guidance (effective July 2026).
- DfE, Keeping Children Safe in Education 2026.
- DfE, Preventing and tackling bullying.
- Equality Act 2010 and Children and Families Act 2014.
- EEF, Improving Behaviour in Schools.
- Ofsted, State-funded school inspection toolkit, version 1.1.

The Great Leighs approach Teach clearly. Respond calmly. Adapt thoughtfully. Protect safety. Repair relationships. Reconnect pupils to learning and belonging.