ST GEORGE'S PRIMARY SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY 2026-27

APPROVED BY:	Local Governing Committee	**DATE: 29/09/2026**
LAST REVIEWED ON:	September 2026	
NEXT REVIEW DUE BY:	September 2027	
SIGNED		

At St George's Primary School, our vision is to nurture children who are confident, articulate and thoughtful, ready to embrace the opportunities and challenges of life. Reading and communication sit at the heart of our school because we believe that the ability to read, express ideas and listen carefully opens doors to learning, relationships and the wider world. Through this, our children develop a love of stories, knowledge and ideas that will stay with them throughout their lives.

Relationships and safeguarding form the secure foundation of everything we do. Children who feel safe and valued can grow into young people who are kind, respectful and resilient, with the self-belief to take risks in their learning and the empathy to support others.

Our curriculum is designed to provide enriched experiences and to challenge pupils to think deeply and critically about the world around them. By questioning, exploring and solving problems, our children learn to become independent thinkers who are curious, creative and resourceful.

We see education as preparation for life in society. Our children are encouraged to take responsibility for themselves, for others and for their environment. They learn that their choices matter and that they have the power to make a positive difference within their community and beyond.

The outdoors plays a central role in this vision. Our unique rural setting provides children with daily opportunities to connect with nature, to develop teamwork and leadership skills, and to understand the importance of sustainability. In the woods, on the fields and in the school grounds, children learn perseverance, collaboration and respect for the natural world.

Through this combination of strong foundations in reading and communication, nurturing relationships, enriched and challenging experiences, and the inspiration of the outdoors, St George's Primary School children leave us as reflective thinkers and responsible young citizens who are ready to shape their futures with courage, compassion and curiosity.

AIMS OF POLICY

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Make a commitment to a whole-school safeguarding culture and zero tolerance of abuse, harassment and discrimination

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

- Education Act 1996
- Education Act 2002
- Children's Wellbeing and Schools Act 2026
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspensions and Exclusion Policy

- Restrictive Interventions Policy
- Child-on-Child Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Online Safety Policy
- Anti-bullying Policy
- Behaviour Action Plan
- Mobile Phone and Smart Watch Policy

The policy should be read alongside Keeping Children Safe in Education 2026.

St George's Primary School operates as a mobile phone-free environment by default, in line with DfE guidance.

ROLES AND RESPONSIBILITIES

The local governing committee will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year and ensuring that this policy is published on the school website.
- Reporting to the local governing committee on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related

behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the local governing committee, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and relationship policy and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and relationship policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
    - SENCO.
    - Headteacher.

- Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

STANDARDS AND EXPECTATIONS OF BEHAVIOUR AT ST GEORGE'S PRIMARY SCHOOL

SCHOOL RULES

1. We follow instructions the first time of asking

2. We work and play without hurting or disturbing others

3. We listen without interruption, respecting others, their values and opinions

4. We look after our school environment and everyone's property

5. We move around school safely and stay in safe places

The school has a collective expectation that pupils do not engage in racist, sexist, homophobic, biphobic, transphobic, ableist or discriminatory language or conduct.

RESPONDING TO GOOD BEHAVIOUR

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of response may include:

- verbal praise and acknowledgement;
- communicating praise to parents via phone call or written correspondence;
- "I am on Gold, ask me why" sticker if child in gold at the end of the day;

- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as school council status or being entrusted with a particular decision or project; and whole-class or year group rewards, such as a popular activity.
- Children going over and above the normally expected standards of behaviour will be awarded a house point (what they do, when they're not being watched)

RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, for example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long. Adjusting seating plans to allow pupils with SEND who finds it difficult to sit still for sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Adapting sanctions for children with SEND
- When considering a behavioural sanction for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

CONSIDERING WHETHER A PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

PUPILS WITH AN EDUCATION, HEALTH AND CARE (EHC) PLAN

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

The response to misbehaviour has the following purposes:

- deter: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protect: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improve: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Safeguarding concerns arising from behaviour incidents are referred immediately to the DSL or Deputy DSL

SANCTIONS

- Verbal reprimand and reminder
- Move down the zone board
- In red, they miss play time or a proportion of their lunch
- If they finish the day on red, communicate to parents
- Loss of privileges i.e. clubs, trips, sport events
- Expecting work to be completed in their own time e.g. break, lunch and at home
- Depending on the nature and/or frequency of the misbehaviour, refer pupil to a senior leader and log on Arbor
- Children who are on red at the end of the day, twice or more, are referred on to a senior leader and behaviour is logged on Arbor

RESPONDING TO MISBEHAVIOUR AT LUNCHTIME

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It

is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The response to misbehaviour at lunch are as follows:

Disruptive	Disruptive behaviour (screaming, purposely disrupting games) Not stopping when the whistle goes Not putting equipment away Not treating equipment with respect	Verbal warning
Difficult	Persistent, disruptive behaviour (see above) Intentionally damaging school property Stealing Non-aggressive swearing Being dishonest Hitting out(not directly at another person) Throwing objects(not directly at another person) Kicking out (not directly at another person) Refusal to follow instructions	Move the child down the zone board. Then, if disruptive behaviour continues, 5 -10 minute time out, on the playground, is given (depending on the nature of the event). Class teacher informed at the end of lunch.
Dangerous	Persistent, difficult behaviour (see above) Aggressive swearing Spitting on the floor or at others Targeted hitting, pinching, kicking or biting Throwing objects at a person Running away in public spaces Destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	If behaviour is unsafe, the class teacher is called to collect the child. The class teacher sanctions the child, reflects on their choice and the child misses the remainder of the break or lunch time. Supervisor on the playground and class teacher both write up the intervention needed on CPOMS. Parent notified at collection. Dangerous behaviour needing immediate support and intervention by the class teacher. Members of staff who are Team-Teach trained to be called if necessary. Supervisor on the playground and class teacher both write up the intervention needed on CPOMS. Parent notified at collection.

USE OF REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the school's Bound Book and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

INTERVENTION AND SUPPORT

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- if behaviour doesn't improve, SLT will contact parents to discuss issues surrounding the pupil and enquire into circumstances outside of school. ABCC document (see appendix 1) completed by staff and home, depending on the nature of the misbehaviour;
- following the discussion and improved understanding of the potential causes of behaviour, SLT will determine the most appropriate intervention. This may include daily behaviour tracker, Early Help Referral, graduated approach to SEMH (see appendix 2) and graduated approach to SEND (see appendix 3).
- explore potential for referrals to specialist support eg Educational Psychologist, CAMHs, Specialised therapies, Behaviour Support Team, Children's Services, CLD Counselling Trust, Early Help.
- explore potential for managed move to alternative setting

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

The school adopts a zero-tolerance approach to child-on-child abuse, sexual harassment and sexual violence and will ensure that all incidents are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

RESPONDING TO A REPORT

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Details of St George's Primary School's approach to the definition, prevention and handling of Child on child abuse, please see the Child on Child Policy.

BULLYING

Details of St George's Primary School's approach to the definition, prevention and handling of bullying, are set out in our Child-on-Child Policy.

BEHAVIOUR INCIDENTS ONLINE

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Online behaviour concerns may include cyberbullying, discriminatory abuse, sharing of nude or semi-nude images, AI-generated sexual images, deepfakes and online harassment.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Serious violence, weapon-related concerns, child criminal exploitation and county lines concerns will be treated as safeguarding matters and referred immediately to the DSL.

EXCLUSIONS

The school can use internal, fixed term and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

Details of St George's Primary School's approach to exclusions are set out in our Suspensions and Exclusion Policy.

Behaviour, suspension and exclusion data will be reviewed termly to identify trends and disproportionality affecting vulnerable groups.

MONITOR AND EVALUATING SCHOOL BEHAVIOUR

Behaviour is monitored weekly during staff briefings and SLT meetings, and will be reported to local governing committee meetings each term.

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.