



ABBEY ROAD PRIMARY SCHOOL

Behaviour and Relationships Policy

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Next review	September 2027
School reviewer	Headteacher: Ly Toom
Related documents	Anti-Bullying Policy; Child-on-Child Abuse Policy; Positive Handling Policy; Equality Policy; Child Protection Policy; SEND Policy; Attendance Policy; Complaints Policy; Staff Handbook

Core principle

At Abbey Road Primary School, strong relationships and high expectations are complementary, not competing approaches. We seek to understand behaviour, maintain dignity and provide support while making clear that behaviour which harms others, disrupts learning or compromises safety will be addressed.

1. Purpose and scope

This policy sets out Abbey Road Primary School's approach to behaviour. It explains the standards we expect, how adults support pupils to meet those standards, how we respond when behaviour does not meet expectations, and how we work with pupils and families to improve behaviour.

Our approach is grounded in the school's values and motto, 'Take Care and Be Proud'.



We want pupils to feel a genuine sense of belonging within our school community and to leave Abbey Road able to manage themselves, take responsibility for their actions, treat others with respect and make positive contributions to the world around them.

The policy applies throughout the school day and to behaviour during educational visits, residentials, clubs and other activities organised by the school. It may also apply to behaviour outside school, where the school has a legitimate reason to respond, including behaviour that affects the orderly running of the school, the safety or wellbeing of pupils or staff, or the reputation of the school.

2. Our approach: relationships, regulation and high expectations

At Abbey Road, we believe that:

- Every child deserves to feel safe, respected, included and able to learn.
- Every child is capable of learning and improving their behaviour.
- Behaviour is communication, and understanding what sits behind behaviour can help us respond more effectively.
- Understanding behaviour does not mean excusing it.
- Adults are responsible for establishing clear boundaries, teaching and modelling expected behaviour and responding consistently.
- Pupils should be helped to take responsibility for their behaviour, understand its impact and repair harm where appropriate.
- High expectations apply to all pupils. Where pupils have additional needs, we may adapt support, teaching or the way in which expectations are communicated so that pupils have a fair opportunity to meet them.

We aim to be authoritative rather than authoritarian: adults remain calm and in control, while treating pupils with dignity, empathy and respect.

3. What we expect from pupils

Our expectations are reflected in our Take Care values. Pupils are expected to:

- treat others with kindness and respect;
- work hard and value their achievements;
- develop and demonstrate resilience;
- take responsibility for their choices and actions;
- behave safely and help others to be safe;
- follow reasonable instructions from adults;
- allow everyone to learn without unnecessary disruption;
- use appropriate language and behaviour;
- look after school property and the environment;
- respect differences and never deliberately discriminate against or harm another person;
- seek help when they are finding something difficult; and
- where appropriate, take steps to repair relationships or put right harm caused by their behaviour.

Expectations are explicitly taught, modelled and revisited. Staff should not assume that pupils know what a particular expectation means in every context; routines and expectations are taught and reinforced.

4. The role of adults

All adults in school are responsible for contributing to a positive behaviour culture and promoting our Take Care ethos. Adults will:

- build positive relationships with pupils;
- model calm, respectful and professional behaviour;
- use clear, calm and proportionate language;
- teach and reinforce expectations explicitly;
- use positive recognition frequently and specifically;
- notice and respond to early signs of difficulty;
- focus on the behaviour rather than labelling the child;
- avoid unnecessary confrontation or public correction;
- give pupils reasonable opportunities to make a better choice;
- apply consequences consistently but with appropriate professional judgement;
- seek advice when behaviour is persistent, serious or presents a risk; and
- record significant behaviour accurately so that patterns and the impact of interventions can be understood.

4.1 Responding in the moment

When behaviour begins to deteriorate, adults should consider the following sequence, adapting it to the circumstances:

1. Stay calm and assess immediate safety.
2. Connect before correcting where appropriate: consider what the pupil may be communicating or struggling with.
3. State or reteach the expectation clearly and briefly.
4. Provide support, clarification, modelling, processing time or a choice where this is likely to help.
5. Give the pupil an opportunity to practice the expected behaviour/make the expected choice.
6. If behaviour continues, apply an appropriate consequence or seek additional support.
7. Once the pupil is regulated, support reflection, repair and a return to learning.
8. Record and escalate the incident when required by this policy.

5. Recognition of positive behaviour

Positive recognition is central to our approach. Adults should actively notice pupils meeting expectations and explain what they have done well. Recognition may be verbal, non-verbal, written or linked to the school's Take Care Points, Achievement Assemblies or class-based systems.

Recognition should be meaningful rather than excessive. Staff should seek to notice kindness, effort, improvement, ambition, responsibility, honesty, resilience and successful self-regulation as well as compliance with routines.

6. Responding when behaviour does not meet expectations

Our response is graduated. The seriousness of behaviour is considered alongside its impact, frequency, context, the pupil's age and developmental stage, any relevant additional needs or reasonable adjustments, and previous patterns of behaviour.

Important

The levels below describe the seriousness of behaviour and the level of response required. They are not an automatic ladder of sanctions. A pupil does not have to progress through every level before a more serious response is taken, and a pupil's previous level does not determine the response to a new incident.

Level	Typical presentation	Expected response	Recording
1 – Redirect	Low-level, isolated behaviour that does not meet expectations.	Reminder/reteach; quiet redirection; support; opportunity to make a better choice; positive recognition when behaviour changes.	Usually none.
2 – Consequence	Repeated low-level behaviour or behaviour with a more significant impact, but not requiring senior leadership response.	Clear reminder/warning; proportionate or natural consequence; repair/reflection where appropriate; teacher follow-up. Seek support if persistent.	More significant and repeated patterns should be recorded on Arbor.
3 – Serious incident	Behaviour involving significant harm, distress, disruption or risk, including physical aggression, bullying, prejudice-based behaviour or significant damage.	Ensure safety; involve phase/senior leader; investigate; proportionate consequence; repair/restorative work; parent contact where appropriate; consider individual support plan.	Recorded on CPOMS, using relevant incident forms where appropriate.
4 – High-risk/ serious incident	Behaviour presenting significant or immediate risk to pupils, staff or the wider school community, or very serious/persistent breaches of expectations.	Immediate safety response; senior leadership/headteacher involvement; appropriate investigation and action; consider risk assessment, individual support plan, external advice and suspension where warranted.	Recorded on CPOMS, using relevant incident forms and formal statutory records as appropriate.
5 – Suspension / permanent exclusion	Behaviour for which the Headteacher determines that suspension or permanent exclusion is warranted under statutory guidance.	Headteacher follows current statutory procedures, considers all relevant circumstances and ensures appropriate follow-up and reintegration/next steps.	Formal statutory records and CPOMS as appropriate.

6.1 Consequences

A consequence is the response that follows behaviour which does not meet our expectations and/or reflect our Take Code ethos. Consequences should be purposeful, proportionate and, where possible, connected to the behaviour. Conversations about incidents and consequences should explicitly refer to the relevant Take Care expectations, helping children to understand what has not met the expectation, why it matters and how they can contribute positively to our community. Depending on the circumstances, they may include:

- reteaching or practising an expected behaviour;
- completing missed learning;
- changing an activity, location or seating arrangement;

- temporary restriction from an activity where necessary for safety or learning;
- time with an adult to reflect and problem-solve;
- restorative or reparative action;
- loss of an appropriate privilege;
- parental involvement;
- an individual behaviour support plan or targeted intervention;
- temporary removal from usual provision where necessary; and
- suspension or permanent exclusion in accordance with statutory guidance.

Consequences are not intended to shame or humiliate pupils. Staff should avoid consequences that are disproportionate, unrelated to the behaviour or likely to undermine a pupil's ability to regulate and return to learning.

6.2 Repair and restoration

Where behaviour has caused harm, disruption, damaged relationships or affected the wider community, repair and restore work should help children take responsibility and put things right. This should be approached in a developmentally appropriate way and be seen as an opportunity for reflection, learning and reconnection rather than simply as an additional consequence. Staff should draw on our Take Care expectations to help children consider the impact of their behaviour, understand what needs to be repaired and identify how they can demonstrate our shared values moving forward.

Repair may take different forms depending on the situation and the children involved. This might include acknowledging the impact of their behaviour, offering an apology, repairing or cleaning something, replacing damaged property where appropriate, restoring a relationship, completing missed learning, agreeing what they will do differently in future or another suitable form of reparation. The aim is for children to understand that belonging to our community means taking responsibility for how their actions affect others and playing an active part in repairing any harm caused.

7. SEND, individual needs and reasonable adjustments

We maintain high behavioural expectations for all pupils. However, some pupils may need additional support or reasonable adjustments to enable them to meet those expectations. Behaviour may be affected by SEND, communication needs, emotional regulation, sensory processing, developmental stage, medical needs, trauma or other circumstances.

When behaviour is persistent, unusual, escalating or significantly affecting learning or safety, staff should consider whether there is an underlying barrier or unmet need. This does not remove accountability for behaviour; it informs the most effective and equitable response. Support may include:

- adapted communication, visual prompts or reduced language;
- planned regulation opportunities or access to an agreed safe space;
- additional adult support or check-ins;
- social stories or explicit teaching of particular behaviours;
- targeted pastoral or emotional literacy support;
- an individual Positive Behaviour Support Plan;
- an individual risk assessment where there is significant risk;
- SEND reviews and involvement of the SENCO; and
- advice or support from appropriate external services.

Reasonable adjustments will be considered where required by the Equality Act 2010. Adjustments should enable access to the same high expectations rather than remove expectations altogether.

8. Bullying, prejudice and child-on-child behaviour

We expect pupils to Take Care of each other, and to be kind, safe and respectful in their relationships with others. Bullying, harassment, prejudice-based behaviour, discriminatory behaviour and child-on-child abuse are taken seriously and will be responded to promptly.

Bullying is behaviour that is repeated, intentional and harmful, involving an imbalance of power. A single serious incident is not necessarily bullying but will still be addressed and may require a significant response.

When concerns arise, the school will establish the facts as far as possible, safeguard and support those affected, address the behaviour of those responsible, consider whether there are safeguarding or equality implications, inform parents/carers where appropriate and monitor the situation.

Prejudice-based incidents will be recorded separately where required so that the school can identify patterns and meet its equality and safeguarding responsibilities.

9. Recording and monitoring behaviour

Recording behaviour is not intended to label children or create a permanent list of mistakes. It enables the school to understand patterns, identify support needs, evaluate interventions, maintain an accurate record of significant events and monitor the consistency and effectiveness of our behaviour culture.

Staff should record behaviour when it:

- is serious or causes significant harm, distress, disruption or risk;
- requires senior leadership involvement;
- involves bullying, prejudice-based behaviour or child-on-child abuse;
- involves physical intervention or reasonable force;
- is repeated and indicates that additional support may be required;
- forms part of an emerging pattern or concern; or
- requires a formal response, parent meeting, external referral, risk assessment or behaviour plan.

Low-level behaviour that is successfully redirected does not normally need to be recorded. Staff should use professional judgement and avoid over-recording minor incidents simply because they occurred.

Recording standard

Records should describe what was observed and what action was taken. Staff should avoid assumptions about a pupil's intention, motivation or emotional state.

Behaviour information is reviewed by school leaders to identify patterns; evaluate interventions; identify additional needs and consider whether there are equality, safeguarding or curriculum implications. Summary information is reported to governors/trust leaders as appropriate.

10. Serious incidents and immediate safety

Where behaviour presents an immediate risk of harm, adults must prioritise safety. This may include moving other pupils to safety, removing unsafe objects, seeking assistance and using reasonable force where legally permitted and necessary.

Serious incidents will be investigated proportionately. The school will seek to establish what happened, hear from those involved, consider relevant context and needs, take appropriate action and ensure that learning and repair follow when it is safe and appropriate to do so.

Parents/carers will be informed of serious incidents in accordance with school procedures. Where an incident raises safeguarding concerns, the Child Protection and Safeguarding Policy and relevant procedures will apply.

11. Physical intervention and reasonable force

School staff may use reasonable force where necessary and lawful to prevent a pupil from injuring themselves or others, damaging property, committing an offence, or seriously disrupting good order and discipline. Any use of physical intervention must be proportionate to the circumstances and no more force should be used than is necessary. De-escalation is the primary strategy. Staff follow the CPI Crisis Development Model to try to prevent escalation and reduce conflict.

Physical intervention is not used as a routine behaviour management strategy or as punishment. Staff should use de-escalation and non-restrictive safety strategies wherever practicable.

All physical interventions will be recorded and reviewed in line with the school's Positive Handling Policy. Parents/carers will be informed as soon as reasonably practicable. The school will consider whether risk assessments, behaviour plans, staff training or other changes are needed following an incident.

12. Searching, screening and confiscation

The school may search pupils and confiscate items in accordance with its legal powers and current Department for Education guidance. Searches will be carried out lawfully, proportionately and with regard to pupils' dignity and safeguarding.

The school's detailed procedures for searching, screening and confiscation are set out in the relevant DfE guidance and will be followed by staff.

13. Temporary removal from usual provision

Where a pupil's behaviour is seriously disrupting learning or creating a safety concern, the school may temporarily remove the pupil from their usual classroom or activity. This is a behaviour management measure and is distinct from statutory suspension.

Removal will be used proportionately and for as short a period as is reasonably necessary. The pupil will be expected to return to learning when it is safe and appropriate to do so, with any necessary follow-up or support.

14. Suspension and permanent exclusion

Suspension and permanent exclusion are serious decisions and will be used in accordance with current statutory guidance. They are not automatic consequences for particular behaviours.

The Headteacher may issue a suspension where the pupil's behaviour warrants it. In exceptional circumstances, a permanent exclusion may be appropriate where the statutory threshold is met. Decisions will consider the individual circumstances, the seriousness and impact of the behaviour, relevant safeguarding and SEND information, reasonable adjustments, and the need to maintain a safe and orderly environment.

A pupil does not have to progress through the graduated response before suspension is considered. Conversely, persistent challenging behaviour does not automatically require suspension where another response is more appropriate.

Where a pupil is suspended, the school will follow the current Department for Education statutory guidance, including requirements relating to notification, work and education, governance, review and reintegration.

15. Working with parents and carers

We value a constructive partnership with families. School will communicate clear expectations, take behaviour concerns seriously, respond fairly and proportionately, consider individual needs, and work with families when behaviour is persistent or serious.

Parents and carers are expected to support the school's behaviour expectations and work constructively with staff when concerns arise. Where a pupil requires additional support, we will seek to work with parents/carers to understand the child's needs and identify practical strategies.

Where behaviour is serious or persistent, parents/carers may be invited to a meeting to review the behaviour, discuss support and agree next steps. Where appropriate, this may result in a Positive Behaviour Support Plan, risk assessment, targeted intervention or involvement of external agencies.

16. Pupil voice

Pupils should understand the expectations that apply to them and have appropriate opportunities to contribute to the development of our school's Take Care behaviour culture. Pupil views may be gathered through class discussion, the School and Wellbeing Councils, surveys, pupil interviews and other appropriate methods.

17. Staff training and support

Staff will receive appropriate support and training to implement this policy consistently. This may include classroom behaviour management, de-escalation, relational practice, SEND and regulation, safeguarding, reasonable force/physical intervention (designated individuals) and recording procedures.

Staff involved in serious incidents should have the opportunity to debrief. The purpose of debriefing is to support staff wellbeing, review what happened, identify learning and consider whether changes to provision or risk management are required.

18. Legal and statutory framework

This policy has been developed with regard to the legal duties and current guidance applicable to schools in England, including:

- Education and Inspections Act 2006, including duties concerning school behaviour;
- Equality Act 2010 and the duty to make reasonable adjustments for disabled pupils;
- Education Act 2002, including safeguarding duties;
- Children and Families Act 2014 and the SEND Code of Practice;
- Department for Education, Behaviour in schools: advice for headteachers and school staff;
- Department for Education, Searching, screening and confiscation at school;
- Department for Education, Use of reasonable force in schools;
- Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement;
- Keeping Children Safe in Education; and
- other relevant statutory guidance and legislation in force at the time of implementation.

Where statutory guidance is updated, the school will follow the current statutory requirements. This policy should be read alongside the school's other relevant policies and procedures.

19. Monitoring, evaluation and review

The Headteacher and senior leaders will monitor behaviour regularly. Monitoring will consider both quantitative and qualitative information, including incident records, pupil and staff voice, parent feedback, suspensions, bullying and prejudice-based incidents, use of physical intervention, patterns between groups and the effectiveness of support. Behaviour information will be used to identify priorities for staff development, pastoral and SEND provision, curriculum or environmental changes and school improvement.

Governors/trust leaders will receive appropriate information about behaviour and the effectiveness of the school's behaviour culture. This policy will be reviewed at least annually, or sooner where changes in legislation, guidance or school practice require it.

20. Related policies and staff guidance

This policy should be read alongside:

- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Child Protection Policy
- Positive Handling Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Health and Safety Policy
- Complaints Policy
- Staff Handbook
- Staff Playbook
- Behaviour and Relationships Staff Toolkit

Appendix 1 – Behaviour response at a glance

This page is intended as a quick reference for staff. It does not replace professional judgement or the full policy.

If behaviour is...	Adults should...	Record / escalate when...
Low-level and isolated	Stay calm; remind; redirect; support; give opportunity to make a better choice; recognise improvement.	Normally no record.
Repeated or more significant	Set a clear boundary; provide a proportionate consequence; follow up; consider whether support is needed.	Record repeated patterns / more significant incidents on Arbor; seek SLT support if persistent.
Serious	Make safe; involve senior leader; establish what happened; apply proportionate consequence; repair; communicate with family where appropriate.	Record on CPOMS and relevant forms.
High-risk / immediate danger	Prioritise safety; call for assistance; use lawful reasonable force only if necessary.	Record on CPOMS and relevant forms.
Potential suspension/exclusion	Headteacher considers statutory threshold and individual circumstances; follow current DfE procedures.	Formal statutory records and CPOMS.