



Arundel Court Primary Academy

Relationships & Behaviour Policy 2025/26

Date policy reviewed:	June 2026
Next review date:	June 2027

This Behaviour Policy has been written with reference to the DfE [Behaviour in Schools](#) and [School Suspensions and Permanent Exclusions](#) Guidance.

1. Introduction

1.1 Introduction

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together and where they feel emotionally safe. We want our children to learn without fear or the fear of being shamed so that they can relate to others and engage in learning in peace.

There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre. We focus on providing a relational environment and building the culture and ethos of our school, where everyone can feel a sense of belonging. This requires emotionally regulated and available adults who can provide essential calming and containing of our pupils, their parents/carers, other agencies or each other when they are overwhelmed by an event, a situation or a feeling.

1.2 Aims and objectives

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We promote a positive culture and encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and children working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes in our pupils towards themselves and others which recognise and value achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and for children to understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement a mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on key aspects of school practice:

1. Strong school leadership

2. Calm classroom management
3. Rewards and consequences
4. Behaviour strategies & the teaching of good behaviour
5. Staff development and support
6. Pupil support systems
7. Liaison with parents/carers and other agencies
8. Managing pupil transition
9. Organisation and facilities

Our school is invested in supporting the very best possible relational health between;

Parent(s)/carer(s) and child

Child and child

Child and school staff

Parent and school staff

School staff

School staff and external agencies

Pupils, parents/carers and other agencies

To this end our school is committed to educational practices which Protect, Relate, Regulate and Reflect.

2. Procedure and Practice

2.1 Protect

We look to increase 'safety cues' in all aspects of the school day for our children, for example children are met and greeted at the school gate and again at the classroom door. SLT, classroom staff and our pastoral team are available for informal discussions with parents/ carers. Staff are nurturing towards the children, being warm, empathic, playful and curious which can help to shift children out of flight/fright/freeze positions. Staff ensure that interactions with children, their families, other agencies and each other are socially engaging and not socially defensive.

We have a whole school commitment not to use harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

We pro-actively work to create reflective spaces across the school to enable our children and their families to bring worries or concerns they may have about their lives and share painful experiences; they have the opportunity to explore and make sense of their past and future life experiences. This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which may be interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing

vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well, e.g. children who find the main playground a trigger can access calmer, smaller areas with emotionally regulating adults. We have an Inclusion Team and children regularly work with them in the Hive, including before school and during Calm Club at lunchtime.

Staff are supported and supportive in such a way that they feel valued and emotionally-regulated. This supports them to interact throughout the school day with positive social engagement rather than defensiveness.

2.2 Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Our children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

2.3 Regulate

Our school adopts ways of being that are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in each other, enabling children to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

We follow the Zones of Regulation. Children are actively taught to recognise and name their emotions; we acknowledge that all emotions are normal and valid and there are no 'wrong' emotions. By following the Zones approach, we give children different strategies to help them manage their emotions positively and the language with which to talk about their feelings. This helps children to understand what is happening (physically and mentally) so that they can then manage themselves. We don't discuss negative behaviours with children until we have helped them regulate their feelings, regulating alongside them so that they might also learn to regulate independently.

We use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff are treated as a priority to prevent burn out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

2.4 Reflect

The adults in our community feel confident to develop relationships with pupils, their families, other agencies and each other and to have courageous conversations about their experiences so far.

Our community promotes the exploration of conversations with our pupils that help to make sense of their lives, to develop a language for their emotions and a coherent narrative that makes sense of bodily sensations and reactions and in doing so enables

them to identify and explore new options and strategies for ways forward with both their hopes and challenges.

Our staff help our pupils and each other to move from 'behaving' their trauma to reflecting through empathic conversation. We are curious with children to explore what has happened and how we might put it right when things go wrong.

Our community helps pupils, their families/carers and other agencies to form coherent narratives about what has happened to them, to stop negative self-referencing of self or others and to build self-esteem.

Staff aim to listen well, with empathy and understanding (instead of asking a series of questions/ giving lectures).

Our PSHE programme of study teaches children about healthy relationships, how to look after their own mental health and how to recognise, value and regulate a range of emotions. We supplement our PSHE programme with Zones of Regulation: we teach all of our children to identify how they are feeling, to have a vocabulary to talk about feelings and then to have 'tool box' of strategies to support them in managing these feelings.

2.5 Consistency and Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. We focus on how we are and the environment that we create as a priority. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences (using the latter term to include the intention to help children learn what they need to improve behaviours rather than 'punishment' which has negative connotations of isolation and shame);
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- ensure that there are consistent nurturing practices across the school;
- ensure that the mental health and wellbeing of pupils and staff is a priority;
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Just as children make academic errors, so they make behavioural errors. We aim to create a culture of learning so that children understand boundaries and have the tools they need to respect them. Behaviour is a form of communication and all the adults in school aim to understand children's needs and act to meet them. Different needs will call for different strategies and therefore the way in which we respond to a child's behaviour may look different child to child, but will be based on the same principles. We consider a child's

age, outside factors, SEND and previous experiences in deciding the best way to respond to different behaviours.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011

2.6 Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters discipline and mutual respect between staff and pupils. Expectations and routines are explicitly taught to the children to ensure consistency of approach.

In our school, all pupils are expected to follow our school values:

- Be respectful
- Be safe
- Be kind
- Be inclusive
- Be independent

Our values are clearly displayed in every classroom and around the building in communal spaces. Staff reinforce these displays by drawing attention to them daily as part of their classroom management strategies.

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour (see Anti-Bullying Policy).

2.7 Rewards and Consequences

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Verbal praise/feedback
- Certificates in celebration assemblies
- House points/certificates/stickers awarded for good behaviours
- Attendance awards
- Headteacher stickers/Bling Book

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. Key information about children which may influence their behaviour (including experiences outside of school), will be shared promptly with relevant staff. All of our staff understand that presented behaviour can be a response to ACES (Adverse Childhood Experiences) and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour as detailed above.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are consequences for poor and unacceptable behaviours which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Consequences across our school may include but are not exclusive to the following list:

- Verbal rule reminders
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- A loss of a privilege
- Extra work/repeating work which is unsatisfactory
- Missing a break time
- Time out in a different area of the school
- Internal suspension
- Fixed term suspension

Internal suspensions are given with the agreement of the Senior Leadership Team and recorded appropriately. A fixed term suspension is the decision of the Headteacher following an investigation. Internal suspensions and fixed term suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others. After a suspension, the

child and their parents have a reintegration meeting before returning to class. This is led by a member of SLT and ensures the child is ready to return to class and that they feel welcomed back to school.

More serious or persistent incidents should be reinforced by telephone calls, letters to parents and recorded on our school's system.

Suspensions will be shared with parents and any supporting agencies.

No matter the behaviour or the consequences, we welcome a child back to the group afterwards and support the child to reintegrate into whatever activity their peers are doing.

2.8 Behaviour Strategies and the Teaching of Good Behaviour

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes in order to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Inclusion Team, TA or SLT intervention
- Use of a calm/sensory box
- Use of time away
- Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort. Key staff are trained in restraint by an approved provider (PRICE training). A log of training will be kept and maintained to ensure training is current. All physical interventions will be recorded on CPOMS and information passed on to all parties as soon as possible after the event.

In extreme cases staff have the right to ask for Police Intervention.

Confiscation of inappropriate items:

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

2.9 Behaviour outside school premises

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff. Regulation must be reasonable and is as follows:

- consequences can be imposed when a pupil is on the school site or otherwise under the lawful control or charge of a member of staff.
- consequences can be imposed when a pupil is on a school trip or being transported - in these circumstances the pupil may have to wait until they are back in school for the consequence.
- cyber bullying - where parents or children are treated inappropriately using phones, internet, email or social networking by a child at school, they are advised to bring phones or copies of pages from sites into school, report using the CEOP's website, contact the Police or all three.

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour.
- where the behaviour took place.
- the extent to which our school's reputation has been affected.
- the extent to which the behaviour would have an impact on the orderly running of our school.
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion).

2.10 SEND

We support and promote good behaviour of children with SEND using the same approaches as described above. However, we recognise that some children will not have the ability to understand expectations or may have a SEND that make following our expectations more difficult, eg a primary need of SEMH, being non-verbal. Some children will have a personalised plan to help them meet our expectations. This might include an individualised timetable, extra adult support, more support at key transitions (how and where they come into school), planned brain breaks and activities through the day.

2.11 Staff Development and Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

2.12 Pupil Support Systems

Pupils are expected to adhere to the agreed school expectations and strive to meet and reflect on their behaviour. They are always able to request time with a member of staff that they feel comfortable with and we endeavour to find that time as soon as possible.

2.13 Parents/Carers and Other Agencies

Parental support for our Relationships and Behaviour Policy, and the encouragement of their child to adhere to it, is an important part of making positive changes in their child's attitudes and behaviour.

Parents/carers are encouraged to contact our school whenever they need to with any concerns they may have, and are encouraged to be proactive in sharing and solving problems as they arise.

We work closely with other agencies, such as MABS, the school nurse team, CAMHS, the MHST and the ND team.

2.14 Managing Pupil Transitions

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

2.15 Organisation and Facilities

Teachers establish strong routines both in their classrooms and across our school which help greatly to establish the smooth running of the school.

Due to individual needs of the pupils there may be times when a pupil may not be managing within a group and require a period of reflection or calm down time. This may be done using a quiet space or room. In these situations, children are supported at all times by an adult, often a member of our Inclusion team. This time should be used as constructively as possible and children are supported in getting back into class.

3. Concluding notes

3.1 Links to other policies

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies:

- Child Protection & Safeguarding
- Anti-Bullying
- SEND

- Physical Intervention
- PSHE
- Equality, Diversity & Inclusion Statement
- Attendance
- Teaching & Learning
- Off-Site Visits & Outdoor Education
- Health and Safety

3.2 Monitoring and Review

It is the responsibility of all staff to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with pupils.

It is the responsibility of the Head Teacher and the Senior Leadership Team to lead, support and monitor the consistent implementation of this policy.

The Head Teacher and the Senior Leadership team are expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

This policy is subject to annual review by the local governing body.

3.3 Associated Resources

- <https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>
- <https://www.gov.uk/government/publications/searching-screeningandconfiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/keeping-children-safe-ineducation-2>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>