

Primary Relationships and Behaviour Policy

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Co-ordinated by	Primary Headteachers	



Garden Fields JMI School: Relationships and Behaviour Policy

1 Our Rationale for Relational Practice and Behaviour Development

At Garden Fields, we believe that positive relationships support everyone in the learning community: learners, parents/carers, and staff. Strong, connected relationships positively impact behaviour, learning, and wellbeing. They build resilience and give our pupils the internal discipline needed to navigate difficulties.

Relationship-based practice, or taking a relational approach, includes having high, shared expectations for behaviour that ensures safe, calm learning environments and addresses any form of negative behaviour. Relational practice always takes individual needs and capacity into consideration when responding to negative behaviour instead of traditional fixed punitive responses. We know that children need boundaries and consistency, but we promote "**flexible consistency**" to make sure that we meet the needs of each individual child.

In doing this, we explicitly teach the difference between equality and equity, demonstrating how both can be considered fair in different ways:

- **Equality** is treating everyone the same. It aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- **Equity** is giving everyone what they need to be successful. Equity recognises that not all children have the same needs or start from the same place, and therefore adjusts support accordingly to ensure everyone can succeed.

We believe this principle applies in supporting children in learning about behaviour as well as in all other aspects of their learning. Relational practice focuses on empathetic responsiveness and promotes the teaching of social and emotional skills with a focus on self-regulation, internal discipline, and promoting independence as a learner.

Key Principles Behind This Policy:

- Values, relationships, and behaviour are interdependent.
- Relationships support wellbeing, social and emotional learning, and a feeling of belonging to our community.
- Relationships enable learners to access and engage with the curriculum and within society.
- This policy is for everyone and covers all types of relationships, including online interactions.

This document operates as a single, unified framework. In accordance with the Department for Education's statutory guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (July 2026), this document incorporates both our relational daily behaviour practices and our formal policies, thresholds, and procedures regarding pupil suspension and permanent exclusions.

2 Statement of Intent & Statutory Equality Duties

At Garden Fields, we believe that every child deserves **unconditional positive regard (UPR)**. A child will thrive when they know that adults are there to support them, not only through the positive times, but also in their more difficult moments.

Kindness is central to all we do. Kindness must be modelled, shared, and explicitly taught through

every interaction between an adult and a child. It forms the foundation of children's interactions with each other.

Our Core Beliefs

Behaviour communicates: We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly. Being aware of each child's needs and their individual circumstances helps us to act in the best equitable way.

- **Behaviour is about everyone:** We all have a role to play in modelling, supporting, and managing behaviour. Reinforcing positive behaviour helps our children feel good about themselves. As a team, we understand that our actions will be scrutinised and will exemplify our core values to learners with ongoing, clear examples. We always consider the safety of other children, the impact on learning, and strive to minimise disruption while helping children to self-regulate and to acquire self-discipline.
- **Behaviour can change:** We strongly believe that behaviour is a learnt response that can be changed. It changes when pupils feel safe, lowering their toxic stress levels. It can be changed by repairing adverse brain development through playful, empathic, and reflective adult-child relationships. By providing repeated positive relational experiences, we enable pupils to view relationships as nurturing, not threatening. Praising and modelling positive behaviours are far more likely to change behaviour than blaming or punishing.

Public Sector Equality Duty (PSED) and SEND

In accordance with the **Equality Act 2010** and the **Children and Families Act 2014**, the school actively prevents any provision, criterion, or practice from unfairly increasing a pupil's risk of exclusion.

- For disabled children or those with identified Special Educational Needs (SEND), the school holds a statutory "**Best Endeavours**" duty to ensure appropriate behavioural provision is alive and active.
- Before any disciplinary sanction is issued, leaders must audit whether reasonable adjustments have been made to address underlying triggers, ensuring that manifestations of a child's disability or unmet needs are supported rather than punished.

We are committed to following a relational approach to managing behaviour which aims to:

- Set high expectations for the behaviour of everyone in our community.
- Develop strong, connected relationships with our pupils to enable early intervention.
- Promote, teach, and celebrate positive behaviour.
- Promote self-esteem, self-discipline, and positive relationships based on mutual respect and kindness.
- Ensure equity and fair treatment for all.
- Teach children to understand and self-regulate their emotions and behaviours by modelling co-regulation.
- Challenge negative behaviour (including online behaviour) and teach children about its impact and how to change behaviour.
- Provide a safe environment for all, free from disruption, violence, discrimination, bullying, and any form of harassment.
- Encourage positive relationships with parents/carers.
- Promote a culture of praise and encouragement in which all pupils can achieve.

3 Values, Expectations, and Consequences

Garden Fields has high expectations for the behaviour of learners, staff, and parents/carers. All members of our learning community are expected to uphold the core values of our school:
Ambition, Respect, Kindness.

Mobile Phone and Personal Smart Device Prohibited Policy

In line with DfE guidance on creating distraction-free learning environments, **the use of mobile phones and personal smart devices (including smartwatches with communication or camera capabilities) by pupils is strictly prohibited anywhere on the school site or during school-sanctioned trips.**

- Pupils must not bring mobile phones or smart devices into school.
- If, a parent requires their child to have a device for travel safety reasons outside school hours, the device **must be turned off and handed directly to the class teacher immediately upon arrival**, to be stored safely until the end of the school day.
- Any unauthorised mobile phone or smart device found in a pupil's possession during the school day will be confiscated by a member of staff, stored securely in the school office, and returned **only directly to a parent or carer** at the end of the day.

Relational Principles for Responses

We know no one gets it right all the time—we might say something hurtful, cause damage, be disrespectful, unsafe, or disrupt learning. Rather than punitive, "one size fits all" responses, we operate on clear, relational principles:

- Our aim is never to 'punish' unwanted behaviours but to promote a resolution-based approach that keeps children safe, maximises learning, encourages reflection, and impacts future choices.
- Consequences must be directly related to the situation, taking into account the child's developmental stage and any Special Educational Needs on an individual basis.
- The intention must never be to shame a child; discussions should occur in an appropriate place away from others where possible.
- If a child is in a state of crisis, this is not the time to ask questions; sufficient emotional recovery and calm down time must be provided first.

Types of Consequences

- **Protective Consequences:** Involved when a child's behaviour has caused direct harm to another person or to themselves, requiring a temporary removal of freedom to reduce risk. This includes increased adult supervision, limited access to outside space, removal of access to equipment/resources (including a temporary restriction from school computers or tablets), or being escorted in social situations.
- **Educational Consequences:** Required so that a child can reflect on their behaviour, regulate their own behaviour, and learn about the impact on others in an age-appropriate way. Examples include completing missed learning during part of a breaktime, writing a letter of apology, reviewing a social story, assisting with repairs, or rehearsing the desired pro-social or digitally safe behaviour.
- **Restorative Conversations:** Devoted time to talk to the child/ren about what happened and to explore ways to repair and restore relationships. Conversations are structured around these questions: *What happened? Who has been affected? How were you feeling? How can we repair the relationship? What can you do differently if you felt like this again?*

- **Removal from Classrooms:** In line with national standard guidelines, a pupil may be required to spend a limited, supervised time out of the classroom for serious disciplinary reasons. This must be a structured, supervised intervention that allows for the continuation of the pupil's education, rather than isolation. Parents must be informed on the same day an official removal from the classroom occurs.
- **Internal Suspensions:** Utilised as a serious short-term response to escalating or disruptive behaviour that does not meet the legal threshold for an external suspension. Internal suspensions keep the child safe, supervised, and learning in school while dedicating structured time to reflect on their choices before returning to lessons.

For pupils exhibiting serious or persistent unacceptable behaviour, an **Individual Behaviour Plan (IBP)** will be coordinated by Deputy Headteacher, written alongside the teaching team and parents/carers.

Serious Unacceptable Behaviour and Safeguarding

Safeguarding children is our highest priority. The school defines serious unacceptable behaviour as actions that cause harm to oneself or others, damage school property, harm the reputation of the school, or constitute an illegal act. Because unacceptable behaviour can impact others, we hold whole-class restorative discussions to explore what happened, look at how it made others feel, and actively repair relationships.

4 Expectations of Staff and Use of Force

All staff working for Garden Fields will adhere to the Ambition Education Trust's Code of Conduct. We recognise that positive behaviour must be taught and, more importantly, consistently modelled by all staff.

Staff treat pupils with respect and understanding by:

- Having unconditional positive regard for all children.
- Speaking calmly and politely at an appropriate volume.
- Using positive phrasing and warm, unthreatening body language.
- Avoiding behaviours that may belittle, shame, or humiliate a child, either publicly or privately.
- Allowing space and time for children to regulate their emotions, modelling this with co-regulation.

Specialised Physical Techniques & Restrictive Physical Intervention (RPI)

In alignment with statutory DfE guidance on the use of reasonable force, all school staff have a legal power to use reasonable force following a dynamic risk assessment of the situation. However, within our relational framework, specialised physical intervention techniques are used as a **last resort**, and **only** as a means to prevent a pupil from injuring themselves or others.

- **Graduated Framework:** The approach moves progressively towards de-escalation, prioritising the least intrusive intervention for the shortest period of time.
- **Legal Thresholds:** All restrictive physical interventions must be legally compliant: **necessary, reasonable, and proportionate**. These types of interventions must never restrict a child's breathing.
- **Staff Training:** Key staff are trained by Team Teach (Level 1) and may utilise specialised techniques to redirect a pupil or comfort a dysregulated pupil in significant distress. In an emergency, all staff can intervene to avert danger or potential physical harm.

- **Permitted Applications Under DfE Guidance:** Trained staff can use reasonable force to:
 - Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - Prevent a pupil behaving in a way that disrupts a school event, trip, or visit.
 - Prevent a pupil leaving the classroom, where allowing them to leave would risk their safety or lead to behaviour that disrupts others.
 - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
 - Restrain a pupil at risk of harming themselves through physical outbursts.

Post-Incident Protocols and Care

Confinement Restrictions: A child will never be confined in a room on their own unless they explicitly ask to be left alone. If they ask to be alone and it is considered safe for this to happen, an adult will remain outside the door, intervening only if necessary. If it is necessary to prevent them leaving the room for safety reasons, staff will remain inside with them, actively supporting and monitoring their recovery.

Recording and Reporting: Any use of RPI involves bodily contact where force is employed to control a person's behaviour. It must be recorded comprehensively on CPOMS and on the school RPI log and reported directly to the child's parent or carer on the same day.

5 Wider Community, Misconduct Outside School, and Recording

The expectations laid out in this policy apply both inside school, out in the wider community, and online.

This is particularly relevant when a pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips, sports events).
- Travelling to or from school.
- Wearing school uniform, or in some other way identifiable as a pupil at the school.

It also applies if the behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or adversely affects the reputation of the school (bringing the school into disrepute). This includes negative, aggressive, or bullying behaviour originating outside school hours that impacts relationships or safety inside the school building and includes online. Complaints from the public regarding negative community behaviour are handled via the school's Complaints Policy alongside the staged responses below.

All behaviour incidents are recorded on CPOMS. The Senior Leadership Team (SLT) regularly analyses these records to ensure proactive approaches to supporting behaviour across the school.

The following serious types of behaviour are reported **directly to the SLT** and reported to parents immediately to ensure appropriate challenge and support are in place:

- Bullying (including online bullying/cyberbullying)
- Violence
- Any derogatory use of language relating to protected characteristics (e.g., racism, homophobic language)
- Harmful Sexualised behaviour (including sexualised language or accessing inappropriate digital imagery)

6 Statutory Measures Under the 2026 Framework

All formal disciplinary measures, pupil movements, and safeguarding interventions detailed in this section are executed in strict alignment with the DfE's July 2026 Suspension and Permanent Exclusion guidance.

Safeguarding Separation (Statutory Provision)

In exceptional circumstances—such as when a serious allegation of child-on-child harm is made—the school may need to temporarily separate pupils while a fair and proper investigation is conducted.

- If the school demonstrates that it cannot safely manage the risk with the accused child in their normal classroom setting, the Headteacher may implement a **Safeguarding Separation**.
- This is a lawful, protective separation measure to give the physical space needed for an investigation; it is **strictly non-disciplinary** and does not constitute a formal suspension. The Governing Board routinely reviews all safeguarding separation data.

Unlawful Sanctions and Anti-Off-Rolling Mandates

The school strictly adheres to DfE mandates prohibiting "off-rolling".

- It is **unlawful** to send a pupil home to "cool off" or downregulate without recording it as a formal internal/external suspension, regardless of whether the parents consent.
- It is **unlawful** to use "trial admissions" or "trial managed moves" to test behaviour. Any managed move initiated under the *Children's Wellbeing and Schools Act 2026* framework must be permanent from the outset, with the pupil remaining on our register until enrolment at the destination school is fully confirmed.
- A pupil will never be excluded for a non-disciplinary reason (such as a parent refusing a managed move).

Capturing Pupil Voice

Before any major behavioural intervention is finalised—including classroom removals, internal/external suspensions, off-site directions, or managed moves—the school holds a statutory duty to seek the views of the pupil. The child must be supported in an age-appropriate manner to share their version of events and feelings. Leaders must formally document how the child's voice was taken into account when executing the final decision.

7. Statutory Framework for Formal Suspensions and Exclusions

Key Principles of Formal Suspension and Exclusion

- **Authority to Suspend:** The power to issue a formal internal suspension, external suspension, or permanent exclusion rests solely with the Headteacher.
- **Suspensions are Not Punishments:** Fixed-term external suspensions are not used as simple punitive measures. We acknowledge that such suspensions rarely change a child's behaviour on

their own. Instead, they are used strictly when necessary to allow vital time for Individual Behaviour Plans or risk assessments to be updated, changes in provision to be agreed, or external expert advice to be integrated safely.

- **Risk and Disruption Thresholds:** The Headteacher may issue a fixed-term suspension only under specific, high-threshold circumstances. These are divided into ongoing risks and serious, one-off events:
 1. *Ongoing Risk or Disruption:* Clear, continuous risk of harm to the child, other children, or school staff, or sustained behaviour that significantly disrupts the education of the wider class.
 2. *Serious One-Off Incidents:* A single, severe event that has caused physical injury to an adult or child, or significantly disrupted other children's learning or jeopardized their safety.
- **Exclusions as a Last Resort:** Permanent exclusions are treated as an absolute last resort, utilised only when all other relational strategies, provisions, and external support avenues have been completely exhausted on the civil standard of proof ("on the balance of probabilities"). Permanent exclusions are treated as an absolute last resort in line with procedural fairness revisions in the July 2026 statutory guidance, parents have a statutory right to bring multiple representatives or friends to Governing Board reinstatement meetings.

Appendix 1: Examples of Behaviours and Relational Responses

This framework indicates how school staff use professional judgement in each given circumstance to support children dynamically, ensuring "flexible consistency" based on individual context. Behaviour is taught through high expectations, embedded values, and restorative conversations, with expectations staggered as progress is made.

Behaviour Stage	Examples of Behaviour	Adult & Relational Response
Pro-Social <i>(Expected)</i>	Respect, kindness, following instructions, teamwork, self-regulation, caring for the environment. Highly positive representation of the school out in the wider community, on school visits, or during supervised online learning.	Garden Fields own positive rewards. Continuous positive verbal feedback, use of the school "
Unacceptable Stage 1 <i>(Low-Level Disruptions)</i>	Not listening, distracting others, general non-attention, calling out, daydreaming/off-task chatting, slow to start or complete work, getting out of seat without reason, slow lining up, or poor body language (e.g., swinging on chairs, slouching). Minor Community Disrepute: Forgetting public manners, shouting, or causing minor, non-destructive disruption while representing the school on local walks or school trips. Minor Technology Inattention: Clicking off assigned learning apps to explore unauthorised school tablet/computer menus.	Notice, acknowledge, and praise children who get it right explicitly naming the positive behaviour seen; use non-verbal cues (e.g., frown, hand gestures); distract or redirect; check if the child needs help; move closer or move the child without fuss. Example Consequences: Gentle reminder of expectations or a situational warning. Informal conversation with child to ascertain what went wrong/what they could do next time.
Unacceptable Stage 2 <i>(Persistent / Elevated)</i>	Repeated or persistent Stage 1 behaviours, unsuitable language (not swearing), disturbing or interrupting others, nudging/touching/ poking others, snatching, interfering with others' things, inappropriate assembly behaviour, name-calling/ teasing, reluctance to allow another child to join a game, or careless play resulting in property damage. Minor Digital Misconduct: Playground arguments or classroom exclusion games stemming from chat platforms/gaming used at home; bringing an unauthorised turned-off mobile phone or smart device into school without handing it in.	Calm direct intervention, connection before correction, offering space for the child to de-escalate. Example Consequences: Age-appropriate educational consequence (e.g. short classroom removal or part of breaktime missed to complete learning, help repair damaged property) Confiscation of the device to be collected by a parent, or private restorative check-in to discuss the impact on peers). Parent updated same-day.

Unacceptable Stage 3 (<i>Serious / High-Risk</i>)	Discrimination, harassment, sexual misconduct, racist remarks, possession of tobacco, absconding from immediate classroom supervision, throwing items in anger, theft, swearing/ threatening language, fighting, aggression, physical assault, spitting, biting*, intentional dangerous object possession, major damage to school property, or refusing protective consequences. Serious Community Disrepute: Direct public disrespect/swearing at a member of the public, making offensive gestures to pedestrians from a school bus, or minor property vandalism in public (e.g., defacing community property while in school uniform). Serious Online/Digital Misconduct: Intentionally searching for or attempting to access inappropriate or age-restricted websites/images on school devices; using a personal smart device or school device during the day to take unauthorised photographs or videos of peers or staff.	Immediate de-escalation, separation of risk, and ensuring absolute physical safety. Implementation of a physical intervention if a child poses an immediate risk of injury to themselves or others. Consequence: Immediate application of protective consequences (e.g., formal classroom removal, increased adult supervision, limited access to outside space, removal of school technology access) followed by educational and restorative consequences once emotional recovery is achieved. Mandatory CPOMS logging, same-day parental contact, and direct SLT tracking.
Unacceptable Stage 4 (<i>Serious / High-Risk</i>)	As above	Incidents involving some of the behaviours above may need to be escalated with further consequences such as internal or external exclusion which would be discussed and decided upon by SLT. Example Consequences: Reduced Timetable Fixed Term Internal Suspension Fixed Term External Suspension Exclusion

*For very young pupils or those with identified SEND whose needs manifest in this behaviour, such incidents will be handled as a developmental or safeguarding matter rather than a serious/high risk behaviour.

Appendix 2: Class Debriefing and Emotional Recovery Protocols

The Role of Post-Crisis Debriefing

Once a child is calm and able to regulate their emotions following an RPI incident or crisis, it is the role of an adult who has an attuned relationship with the child to support them to understand the incident, reflect upon their actions, and start to repair relationships and/or the environment. We refer to this as “**debriefing.**” This may not be achieved on the same day but is an ongoing piece of work to develop self-regulation and reduce anti-social behaviours over time.

Debriefing with a Class Following an Incident

We acknowledge that it may be traumatic for the other children to witness a peer reaching crisis point and engaging in unacceptable behaviour. When talking to a group of children after an event, staff follow these steps to restore a sense of safety and community:

Whole class restorative conversation

- **Acknowledge:** It must have been scary for a lot of children
- **Reassure:** Give the children confidence that they are safe with you/in this place
- **Opportunity:** Give children the chance to talk about what happened and how they felt then/now
- **Stay Calm:** Reduce the ‘drama’ as much as possible.
- **Explain:** The behaviours they have seen are not ok.
- **Compassion:** Refer to the work on understanding of the brain/hand model. Give clear sense of positive regard and kindness to all, including the child who has been in crisis

Appendix 3: Circumstances Taken into Account Prior to Suspension or Exclusion

In keeping with our commitment to **equity** and **unconditional positive regard (UPR)**, formal suspension or permanent exclusion are never treated as automatic, mechanical punishments. Before any formal internal suspension, external suspension, or permanent exclusion is finalised, the Headteacher and Senior Leadership Team will carefully evaluate the individual context using professional judgement and statutory mandates:

- **Age and Developmental Stage:** We explicitly recognise that children at an infant and nursery school age may exhibit highly challenging behaviours unintentionally due to their developmental stage or context.
- **Special Educational Needs and Disabilities (SEND):** Particular, individual consideration is given if a child has identified Special Educational Needs or disabilities. The school will audit whether all reasonable adjustments and individualised support strategies from the child's Individual Behaviour Plan were robustly active at the time of the incident, validating the statutory "Best Endeavours" compliance.
- **Vulnerable Groups & Multi-Agency Engagement:** For Looked-After Children (LAC) or those with assigned Social Workers, the school must instantly trigger multi-agency safeguarding protocols, contact the social worker at the point a move/sanction is first contemplated, and call an interim Personal Education Plan (PEP) review.
- **The Intentionality and Context of the Act:** Staff will review the baseline data, analysing the environmental, emotional, or situational triggers that preceded the crisis to determine if the behaviour was a communicative manifestation of unmet needs, distress, or trauma. This includes examining whether external, community-based, or unmonitored home-online triggers caused out-of-school dispute or cyberbullying.
- **The Safety of the School Community:** We must balance our deep commitment to relational care with our primary statutory duty to provide a safe learning environment free from disruption, violence, and harm for all pupils and staff. No school will enforce a blanket "no exclusion" policy to the detriment of community safety.
- **The Graduated Response History:** With the exception of serious 'one-off' incidents, or events involving weapons, illegal substances, or physical assault, formal suspension or exclusion will only be considered after a thorough, transparent history of lower-level relational, educational, and protective consequences has failed to modify the high-risk behaviour.

