



St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

01252 714115 Fax: 01252 721215

info@stpeters-farnham.surrey.sch.uk

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Our Vision Statement

At St Peter's we have high expectations where everyone flourishes, achieves and succeeds within a safe, inclusive Christian community. We promote gospel values of independence, respect and empathy. Through an exciting curriculum, pupils are inspired to find joy as lifelong learners and active world citizens.

Behaviour & Relationship Policy

Person Responsible:	Head Teacher
Committee Responsible:	Pupils & Learning Committee
Review Period:	Every 3 years or in light of any new regulation
Status:	Statutory
Date Adopted:	Summer Term 2025
Next review:	Summer Term 2028
Ratified by Governors on:	Summer 2025

This policy is to be read in conjunction with the following policies and information: KCSIE, DFE Behaviour in schools, Equality, Anti- Bullying, Teaching and Learning, SMSC, Homework, Health and Safety and our school's statement on British Values. Please note the guidance on suspensions and exclusions towards the end of this document.

At St Peter's Primary School and Green Shoots nursery, we aim to provide an environment in which everyone can feel included and can feel a sense of belonging. We aim to provide pupils with a calm and inclusive learning community through promoting positive relationships and behaviour, effective teaching and compassionate interactions. Through this approach, we aim to promote the well-being of all. We recognise that some pupils, due to their individual circumstances or characteristics, need more personalised approaches to support their development and wellbeing. We believe that presenting behaviours are a form of communication of need, which we want to understand so that we can give the right support. To us, fairness means providing everyone with what they need, rather than providing the same for everyone. Even though we do not respond in the same way to each pupil or behaviour, we aim to be consistent in the adherence to our values and beliefs, which are: **Active Citizen, Inclusiveness and Courage.**

These are all underpinned by our scripture choice:
"Love one another as I have loved you" John 13v34

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which pupils and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally." DFE Feb 2024 Behaviour in schools

Our School Rules

Our pupils will be taught to follow these three core principles:

- We are respectful (relate)
- We are safe (regulate)
- We are ready (reason)

(Further details for staff can be found in the Staff Handbook)



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Relate

We learn through talking and interacting with others more knowledgeable than ourselves (Vygotsky, 1978). Through a way of being, staff would like pupils to experience that they can feel safe, secure and proud of who they are. Some pupils who have had fewer experiences of connection will need higher levels of adult support to experience the joy of being in a relationship. 'Relationships are the agents of change, and the most powerful therapy is human love' (Bruce Perry).

Staff members will:

- Create a culture of belonging, where mutual respect for others naturally instils good behaviour for learning, for community and for life.
- Show pupils that they care about them and that they are interested in them.
- Promote joy through a diverse community where compassion is promoted, and pupils are encouraged to empathise and to respect others' viewpoints and property.
- Ensure that every pupil will have a supportive relationship with a member of school staff.
- Promote positive relationships with parents.
- Provide consistent adult examples which promote mutual respect and good relationships.
- Involve parents, recognising their role as collaborative partners in promoting good behaviour. This may involve regular meetings between parents/carers and staff.
- Review behaviour with pupils privately (not in front of the whole class) facilitating learning rather than shame
- Offer additional support to those who need it, to access the social and learning environment.
- Support wider connections in the school community.
- Support pupils in reflecting on their interactions with others.
- Advocate for the pupils in their care.

Core Principles	General Expectations – shared regularly with pupils
<p>Relate</p> <p>'We are respectful'</p>	<ul style="list-style-type: none"> • We treat everybody with respect and good manners. • We take care of our school and each other's property. • We listen to the teacher and other adults and follow their instructions carefully. • We will sit and listen to the teacher before getting equipment/water bottle • We will use our reflection cards at the end of each day to encourage us to be aware of others and to be grateful.

Regulate

To be able to work and learn together, pupils need to be supported to be and feel regulated in their emotions and behaviour. Our staff members aim to promote a calm, harmonious and supportive learning environment in which everyone can thrive and learn.

Staff members will:

- Give 'safety cues' to pupils through their facial expressions, tone of voice and body language, enabling pupils to feel both safe and secure.
- Know and understand that all behaviour is a form of communication.
- Be empathetic and curious about pupils' experiences, including feelings of dysregulation.
- Help pupils to regulate their emotions through co-regulation and help to soothe and calm pupils' dysregulated states.
- Model how to solve problems calmly and openly for example, through using Trickbox.
- Communicate consistent boundaries and remind pupils of agreements.
- Implement new routines which may be needed to support a pupil who is finding it difficult to regulate their emotions and/or behaviour.



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- Keep clear, consistent and dated records of incidents, triggers, consequences and strategies which supported the pupil.

Core Principle	General Expectations – shared regularly with pupils
<p>Regulate</p> <p>'We are safe'</p>	<ul style="list-style-type: none"> • We move around the school safely. • We do not intentionally physically or verbally hurt one another. • We follow our school's e-safety and anti-bullying guidelines. • Toilet breaks must be authorised by an adult.

Reason

Once pupils feel regulated and connected to those around them, they can be open to learning and to new experiences.

To help them to make the most of their experiences, staff members will:

- Provide a learning and working environment that is engaging.
- Ensure all pupils are treated fairly.
- Ensure that the behaviour and relationship policy is consistently applied.
- Encourage pupils to be self-reflective of their own behaviours.
- Enable pupils to feel confident in a system to which they have contributed and in which they trust.

Core Principles	General Expectations – shared regularly with pupils
<p>Reason</p> <p>'We are ready'</p>	<ul style="list-style-type: none"> • We come in from the playground quietly. • We listen and follow instructions. • We observe school / classroom routines. • All our belongings are named and tidy, and we keep our school and lockers organised. • We try our best in all that we do. • We collaborate with others. • We wear appropriate clothing. • We develop positive mindset towards learning. • We are active, curious learners. • We have all our equipment ready and are ready to learn in all our lessons.

How staff intend to help our pupils to regulate/relate, reason and repair

We will include the principles from the Education Endowment Foundation (EEF) to support pupils to:

Regulate/ Relate:

- Understand a pupil's context to inform effective responses to all behaviour.
- Understand some pupils (for example SEND/vulnerable/disadvantaged) will need to have the school's system adapted to suit their individual need.
- Provide specific strategies will be used when supporting pupils with high behaviour needs.
- Ensure the use of mobile phones by pupils is prohibited whilst on school premises. Mobile phones which are brought into school, with signed permission by the parent/carers must be handed into the school office each day.
- Make reasonable Adjustments. Poor behaviour choices cannot be excused by personality, mental health, or other factors. Pupils must take responsibility for their behaviour.
- Implement new routines which may be needed to support a pupil who is finding it difficult to regulate their behaviour.



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- Ensure pupils on the receiving end of poor behaviour are supported and listened to.

Reason:

- Achieve consistent expectations, rewards and sanctions.
- Review behaviour with pupils privately (not in front of the whole class) wherever possible.
- Praise will be used to help pupils feel valued and their good choices are recognised.
- Be consistent use of school rules.
- Learning For Life (PSHE), Religious Education and assemblies will include regular discussions on appropriate/inappropriate behaviours.
- Promote a positive climate of high expectation of all pupils in all aspects of school life.
- Consistent use of emotion coaching techniques.
- Support pupils to recognise and reflect on their behaviour choices.
- Ensure class rules enable teaching and learning to take place undisturbed. If this is prevented from happening by an individual or group, the behaviours must be tackled.
- At the beginning of each school year the school rules are explained in class and in whole school gatherings.

Repair:

- Staff members to be consistent in the use of Trickbox.
- Enable pupils to solve their problems calmly and openly.
- providing pupils with opportunities to discuss concerns or behaviour.
- Staff members to inform the Senior Leadership Team if there are any concerns about behaviour outside of school.
- Use targeted approaches to support pupils with individual needs and making reasonable adjustments where needed.
- Appropriate sanctions for inappropriate behaviour.
- Wait until the pupil is calm, then discuss their behaviour with them, including the reasons for it, how it could have been avoided and how and why it is being recorded.
- Regular parent/carer meetings may be held until an improvement in behaviour choices is seen.
- Staff will keep clear, consistent and dated records of incidents, triggers, consequences and strategies which supported the pupil.

Repairing conversations (a restorative approach).

We recognise that sometimes things go wrong, and conversations are vital with the pupil to repair and move forward. Staff dealing with a behaviour incident will use some or all of these questions in order to help the individual understand the impact of their choices.

- Can you tell me what happened?
- What were you thinking/feeling at the time?
- How have you been feeling since it happened?
- Who do you think has been affected by your actions?
- How do you think they are feeling right now?
- What could you do now to make things right?
- How can we prevent this happening again in the future?
- What can we do in school to help you?

This is how class teachers will deal with disruption in lessons:

	Steps	Action
	Noticing	Notice the positive behaviours in other pupils and state these for proximity praise.



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1	Reminder	A reminder of the three principles (respectful, ready, safe) delivered privately wherever possible.
2	Warning	A clear verbal warning delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
3	Last chance	Speak to the pupil privately and give them a final opportunity to engage. Staff will support the pupil in recognising and reflecting on their behaviour.
4	Reflection Time	This might consist of a short time with another teacher in a different classroom, thinking time in another class, time spent outside the classroom with another adult, or if at lunchtime, time spent in a quiet area on the edge of the field/playground. It is a few minutes for the pupil to calm down, breathe and look at the situation from a different perspective. Pupils will be encouraged to use the Trickbox cards to support their reflection. In some situations, the incident may be recorded confidentially on CPOMS (Child Protection Online Management System) and pupils may be asked to record an account of the events.
4	Repair	This could be a quick chat or a more formal meeting and allows all of those involved to reflect on their behaviour so that they are ready to return to learning. This conversation may happen sometime after the incident and when the pupil is calm. Parents will be informed if this behaviour is repeated and becomes a concern.

The Role of Parents and Carers

The school will work hard to build and sustain relationships with all our parents and carers.

The school follows the principles set out by the Department for Education:

“The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school’s behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school’s behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.” DFE Feb 2024 Behaviour in schools

Break Times

Break times are an integral part of the school day. They are part of a pupil’s social development and should provide opportunities for imagination to develop, for pupils to learn to share and empathise with each other. Playtimes should also be a positive time for pupils. Snacks must be either fruit or vegetables and waste disposed of in compost bins provided.

Lunchtime Supervisors

It is important that the pupils and staff have an enjoyable lunch time. Play is crucial for pupils’ personal and social development. We aim to work as a team, with all staff supporting one another through good communication. Please note that all pupils must be supervised at all times. Pupils will be asked to stand next to a lunchtime supervisor if their choices are inappropriate. For more serious incidents, they will be sent into the school to be spoken to by teaching staff (see below).

We have expectations for good behaviour at lunch time. We expected all our pupils to:

- Respect all lunchtime supervisors at all times and follow their instructions.
- Use good manners at all times.
- Talk quietly in the canteen.
- Be kind at all times to one another.
- Not re-enter the school buildings unless told to do so by an adult.



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If they choose not to follow these rules, they will be given time out in the playground or if more serious, sent inside to speak to a member of the Senior Leadership Team.

Regular meetings will be held with the midday supervisors and their line manager to discuss any relevant issues.

Anti-Bullying:

Bullying is rare at St Peter's and is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please read our Anti-Bullying Policy which sets out clearly our actions. The school also works carefully to ensure that any cyber-bullying is tackled. See the Computing Policy and Anti-Bullying policy for more details. We will address concerns immediately when brought to our attention.

BASE – before and after school experience (wrap around care)

We expect pupils to follow the same school rules and expectations when they are in BASE. The staff at BASE will be consistent with the school's policy. A member of the Senior Leadership Team will be available to support any behaviour issues should they arise within our wrap around care facility.

Clubs

Behaviour expectations for clubs are the same as for the school day. We will speak with the club providers and support them should any behaviour issues arise. In cases where a pupil is consistently affecting the smooth running and enjoyment of a club, a pupil may be asked to leave.

Strategies which are not acceptable (please see the 'safeguarding policy' for further detail):

- Sanctions that deliberately humiliate pupils.
- Whole class detentions as a result of poor behaviour by an individual or a small group.
- Keeping a pupil after school, unless a personalised behaviour plan is in place.
- Breaching professional conduct and contravening safeguarding guidance.

Diversity Equity and Inclusion (DEI)

In order to give every member of our community a sense of belonging we adopt a principle of equity, recognising that individuals need different levels of support in order to succeed. We aim to foster an inclusive learning environment that meets the diverse needs of our pupils and staff, to ensure that no individual or group is disadvantaged. Everyone is valued for who they are and each individual must be able to flourish irrespective of their personal identity.

We embrace diversity and will challenge all forms of discrimination. Discrimination of any sort will not be tolerated. This is when someone does not give equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The school prohibits all forms of discrimination, including sexual harassment, gender-based bullying and sexual violence. Procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Other forms of discrimination will be assessed and if considered necessary, will be reported to the Local Authority in line with DEF guidelines.



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In school, those involved with discriminatory behaviour will be supported to understand the impact of their words/actions. The impact on the victim(s) will always be a priority.

Sanctions

At St Peter's, we have a consistent approach to sanctions in both Key Stages and EYFS. In the first instance the class teacher will deal with the situation and if it continues, depending on availability, then the Key Stage leader will be involved. This is followed by the Deputy Head/Head Teacher. The Head Teacher will keep a log of incidents that get to this stage and contact parents as appropriate. In order to collaboratively find a way forward, the class teacher will be a part of the repair process.

A pupil should have their sanction on the same day. However, in some cases this may not be possible if the incident was right at the end of lunchtime/day. The person in charge will make that decision depending of staff availability. If a pupil has a club or a role of responsibility this will be prioritised and time for the sanction found afterwards.

Managing serious or persistent problems. Key principles:

- We accept that it is the behaviour that is the problem and not the pupil.
- The behaviour of pupils giving cause for concern will be assessed.
- Any triggers will need to be established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The pupil may be referred for some extra support.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Support Plans

Individual Support Plans may include an Individual Education Plan (IEP), a Risk Assessment or a Pro-Active plan. Any plan created will be shared with the pupil's parents/carers. It will be used to help pupils at risk of suspension/exclusion in order to support them to make correct behaviour choices. They will:

- Identify objectives and achievable targets.
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours.
- Emphasise teaching the pupil alternative, positive behaviours.
- Specify the behaviour that is unacceptable, and the consequence should it occur e.g. time-out, reporting to Head Teacher etc
- Include some form of self-assessment where age appropriate.

Negative behaviour of a pupil outside of school whilst wearing our school uniform

If a pupil does something that brings the school into disrepute while wearing our school uniform, we will investigate and deal with it in line with school policy. Where a member of staff outside of school hours witnesses poor / antisocial behaviour by a pupil they will apply the following:

- Notify and communicate with parents.
- The pupil will be spoken to directly and warned (in school time).
- If criminal activity is taking place the police will be informed.
- Cyber bullying will be investigated and involve police if necessary (in line with online safety and safeguarding policy).
- Malicious allegations against staff are taken very seriously and will be referred to the LADO where necessary.



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Monitoring and Evaluation

The school will undertake regular audits of behaviour. This will allow the school to measure the effectiveness of the policy and the strategies being used.

Suspension/Exclusion Guidance

Please read this in conjunction with the Appeals Policy and Surrey County Council website 'guidance on appeal against exclusion' and Exclusion Policy.

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It is the policy of St Peter's Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, to avoid such issues reaching the point of exclusion. We seek to avoid suspension/exclusions. They take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases suspension/exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. A behaviour that puts the pupil's or others' safety at risk may result in exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of suspension/exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies. Fixed term and permanent suspensions/exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Following a suspension there will always be a reintegration meeting with the pupil and their parent/carer. This is a welcome back meeting which seeks to repair and restore relationships from the incident. Time will also be given to check in with the pupil or staff member who was victim to the behaviour from the suspended pupil. It might be decided by the Head Teacher that a temporary part-time timetable will be put into place as part of reintegration following an exclusion. These would be negotiated between parent and class teacher and are always seen as a temporary measure enabling pupils to find a positive base from which to increase their time in school.

A serious offence could by itself justify a pupil's suspension/exclusion. This may include an aspect of the following:

- Violence towards an adult or pupil
- Swearing at an adult
- Any verbal abuse / threatening behaviour against pupil
- Any verbal abuse / threatening behaviour against adult
- Discriminatory verbal abuse directed at an individual or group (around protected characteristics)
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance (defying adult instructions)
- Frequent high levels of disrespect to all adults who work in school
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent disruptive behaviour which affects other pupils.
- Other

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may suspend/exclude the pupil.



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Should the need for suspension/exclusion arise, following a sustained period of unacceptable behaviour or a single case of extremely dangerous and/or violent act, the school will adopt the following recommended approach.

- Parents/guardians will be notified immediately by telephone and asked to remove their pupil from the school.
- They will be given a formal letter outlining the reason for suspension/exclusion, the suspension/exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified at the time suspension/exclusion is decided, as will the appropriate agencies.
- There will be a re-integration meeting on the pupil's return to school which the parents should attend, where a plan is agreed to support the pupil.

Should a parent feel that the school has not dealt with the situation satisfactorily, the parents can appeal the decision.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency, i.e. the incident leads to the discovery that there is a pupil protection issue, the school will continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following a suspension/ exclusion, the pupil will be able to return to school and that the support programme will promote in them a more positive attitude and a subsequent improvement in behaviour.

Types of exclusion

1. Fixed term suspension

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or pupil (which is deliberate and/or causes serious injury)
- Swearing at an adult
- Discriminatory verbal abuse (depending on the case, these may need to be reported to the Local Authority).
- Racist verbal abuse – reported to the Local Authority.
- Sustained bullying (see Anti-Bullying Policy)

Parents of all pupils who are suspended on a fixed term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil.

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named Deputy. The Head Teacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's discipline policy or
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school

There is a formal process for all exclusions, and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary. Parents are able to seek advice from the Local Authority if they have concerns and may also contact the school's governors following exclusion if they wish to.