Halley Primary School

Including all learners, achieving their best

Relationships and Behaviour Policy

Approved by:	Shoshannah Thompson
Date:	September 2026
Review date:	September 2027
Shared with staff:	September 2026

Halley Primary School
Including all learners, achieving their best

Contents

Our Vision and Values for Relationships and Behaviour 3

1. Aims 4

2. Legislation and Statutory Guidance 4

3. Roles and Responsibilities 5

3.1 The Governing Board 5

3.2 The Headteacher 6

3.3 The AHT/SENCo and Leaders with an Inclusion Role 6

3.4 Staff 6

3.5 Parents and Carers 7

4. Rights, Responsibilities and Rules 7

4.1 Protection (Safety) 7

4.2 The 3 Es: Engage, Explain, Expect 8

5. An Inclusive Approach to Behaviour 8

5.1 Behaviour and Safeguarding 8

5.2 The Graduated Response 9

6. Promoting Positive Relationships and Behaviour 9

6.1 Whole School and Class Charters 9

6.2 Restorative Practice 10

6.3 Positive Recognition 10

6.4 Behaviour for Learning and Our Approach to Teaching 10

6.5 A Well-Ordered, Consistent Environment 11

6.6 Relentless Routines 11

7. Responding When Behaviour Does Not Meet Expectations 11

7.1 Regulating Before Restoring 12

7.2 Reflection and Restoration 12

7.3 A Consistent Response 12

7.4 Removal from the Classroom 12

7.5 Persistent or Serious Unexpected Behaviour 12

7.6 Communicating with Parents as Partners 13

8. Relationships and Behaviour at Lunchtimes 13

9. Responding to Discriminatory Incidents 13

10. Harmful Sexual Behaviour 13

11. Monitoring and Recording 14

12. Physical Intervention — Use of Reasonable Force 14

13. Off-Site Behaviour 14

14. Mobile Phones and Personal Devices 14

15. Suspension and Permanent Exclusion 14

16. Malicious Allegations Against Staff 15

17. Confiscation 15

18. Supporting Transition 15

19. Training 15

Staff receive annual behaviour for learning training, alongside weekly behaviour updates during pastoral briefings, and training on supporting behaviour as part of induction 15

20. Monitoring Arrangements 15

Appendix 1: Written Statement of Behaviour Principles 17

1. Table style ..... **Error! Bookmark not defined.**

Relationships and Behaviour Policy
Halley Primary

Our Vision and Values for Relationships and Behaviour

Our Relationships and Behaviour Policy at Halley is underpinned by a positive approach that focuses on building and sustaining strong relationships. Our aim is to proactively develop a school community built on trust, respect and partnership between pupils, staff and parents. We strive to create a culture where we learn together and from each other, working restoratively to strengthen relationships, taking responsibility for our choices, and learning from our mistakes.

We want our pupils at Halley to be engaged citizens who play an active role in shaping their school and its community. We want them to demonstrate a strong moral purpose through a values-led ethos, aligned with the UNCRC (United Nations Convention on the Rights of the Child), where equity, dignity and inclusion are at the forefront of decision-making. Attendance is recognised as a vital part of belonging and success and is addressed in full in our separate Attendance Policy, to which this policy is closely linked. Together, we aim to create a school where all pupils and adults feel valued, respected, and have a true sense of belonging.

This policy is deliberately inclusive by design, not by exception. Halley serves a highly diverse community and our approach to behaviour reflects that context: it assumes difference, not uniformity, and it asks every adult to apply our expectations fairly, consistently and adaptively.

Our seven school values — Ambition, Resilience, Respect, Creativity, Confidence, Independence and Health — are the lens through which we understand and talk about behaviour at Halley, woven through this policy rather than sitting alongside it.

Our school motto — Including all learners, achieving their best — sits alongside our values and the 3 Rs (Ready, Respectful, Responsible) as one of the things that stays constant for every child at Halley, whatever else changes year to year.

This policy is informed by the UNCRC articles: Article 12 (Respect the Views of the Child), Article 29 (Goals of Education) and Article 31 (Leisure, Play and Culture).

1. Aims

Halley Primary School is dedicated to supporting pupils and families by:

- Providing a consistent, values-led approach to relationships and behaviour across the whole school.
- Setting out clear expectations for behaviour that are fair, adaptive, and applied consistently by all adults.
- Summarising the roles and responsibilities of governors, leaders, staff, parents and pupils in relation to relationships and behaviour.
- Ensuring that our approach to behaviour is genuinely inclusive — recognising that behaviour is a form of communication, and that pupils with SEND, SEMH needs, or those affected by trauma or adverse experience may need a different route to the same expectation.
- Outlining how we recognise positive behaviour, and how we respond, restoratively and proportionately, when behaviour does not meet expectations.

2. Legislation and Statutory Guidance

This policy is based on advice and statutory guidance from the Department for Education (DfE), and on the following legislation setting out the legal powers and duties that govern behaviour in schools:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE — in force from 26 July 2026)
- Searching, Screening and Confiscation at School (DfE, July 2023)
- Use of Reasonable Force in Schools (DfE) — to be reconfirmed against the current published version at ratification

- Supporting Pupils with Medical Conditions at School (DfE, August 2017)
- Keeping Pupils Safe in Education (KCSIE), including Part 5 on child-on-child sexual harassment and sexual violence. KCSIE 2026 comes into force on 1 September 2026; this policy should be checked against it at ratification.
- Preventing and Tackling Bullying — Advice for Headteachers, Staff and Governing Bodies (DfE)
- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Section 175 of the Education Act 2002
- Sections 88–94 of the Education and Inspections Act 2006

This policy should be read in conjunction with our:

- Safeguarding & Child Protection Policy and Practice Guidance
- Safer Care and Code of Conduct Policy
- Anti-Bullying Policy
- Attendance Policy
- SEND & Inclusion Policy
- Positive Handling Policy
- Relationships and Health Education Policy
- Governors' Statement of Behaviour Principles (Appendix 1)

3. Roles and Responsibilities

3.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1), and for reviewing this policy in conjunction with the Headteacher, holding the Headteacher to account for its effective implementation, including its consistent and lawful application.

3.2 The Headteacher

The Headteacher is responsible for promoting a positive culture of behaviour and relationships across the school, in conjunction with the Governing Board and giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher ensures that clear expectations are in place that positive behaviour is consistently encouraged and celebrated, and that staff are supported, trained and equipped to respond fairly, consistently and adaptively when behaviour does not meet expectations.

3.3 The AHT/SENCo and Leaders with an Inclusion Role

Responsibility for making sure behaviour is understood and managed inclusively does not sit with the AHT for Inclusion and SEND alone. The AHT for Inclusion and SEND leads on identifying and advising on individual pupils' needs, and works closely with the SENDco to ensure that the graduated response set out in the SEND Code of Practice is reflected in how behaviour is understood and responded to. Every leader with oversight of a class, phase or vulnerable group of pupils shares responsibility for knowing how behaviour is being supported for pupils with SEND, SEMH needs or additional barriers.

3.4 Staff

Staff are responsible for:

- Knowing Halley's pupils well, including their individual needs, triggers and what motivates them.
- Implementing this policy consistently, while applying it adaptively for pupils whose presentation of behaviour reflects SEND, SEMH needs, trauma or additional barriers.
- Modelling, visibly and audibly, the highest standard of positive behaviour and relationships.
- Listening to pupil's ideas and opinions, and supporting them through restorative practice.
- Respectfully challenging colleagues if they hear or observe interactions that fall short of our expectations.

- Recording behaviour incidents on CPOMS accurately and promptly and seeking guidance from senior leaders where needed.

3.5 Parents and Carers

Parents and carers are expected to work in partnership with the school to support their child in meeting our behaviour and relationships expectations, to communicate any changes in circumstances that may affect their child's behaviour, and to discuss any behavioural, social or emotional concerns promptly with the class teacher.

4. Rights, Responsibilities and Rules

READY ▪ RESPECTFUL ▪ RESPONSIBLE

These three rules are what pupils see and use every day, displayed throughout the school and referenced in every classroom.

4.1 Protection (Safety)

Alongside Ready, Respectful and Responsible, Protection (safety) is named as its own foundation for staff: every child's right to feel and be safe, and every adult's responsibility to protect that, sits underneath everything else in this policy rather than being treated as one strand of Responsible among others.

ALL PUPILS HAVE THE RIGHT TO:	EVERYONE WILL SHOW RESPECT THROUGH:
Learn and work together	Trying not to distract others
Feel cared about	Caring about others
Be listened to	Listening to others

Make mistakes and try again	Trying to learn from mistakes
Feel and be safe in the school environment	Being mindful of how our actions affect other people
Feel a sense of belonging	Making everyone feel welcome and accepted

4.2 The 3 Es: Engage, Explain, Expect

- **Engage** — adults notice, connect with and regulate alongside the child before addressing the behaviour itself.
- **Explain** — adults are clear and calm about which expectation has not been met, and why it matters.
- **Expect** — adults hold a consistent, fair expectation of what happens next: a restorative conversation, a repair, or a proportionate and clearly understood next step.

5. An Inclusive Approach to Behaviour

Behaviour is a form of communication. Consistency at Halley does not mean treating every child identically; it means applying our values and expectations fairly, transparently, and adaptively, so that every child has a genuine route back to meeting them.

5.1 Behaviour and Safeguarding

A change in a child's behaviour can be an indicator that they need support or protection, not only that they need a behavioural response. Staff follow our Safeguarding & Child Protection Policy where this may be the case, including early help or a referral to pupils's social care where appropriate.

5.2 The Graduated Response

Where a pupil's behaviour repeatedly does not meet expectations, staff follow the graduated response set out in the SEND Code of Practice — assess, plan, do, review — working with the SENCo to understand what is driving the behaviour before deciding how to respond to it.

Support	Who it's for	Who is involved
Behavior for Learning Reflection Sheet	Low-level, persistent behavioural needs	Child, teacher and parents; reviewed weekly
Personalised Behaviour / SEMH Plan	Exceptional or sustained behavioural needs	Parents, child, SENCo/AHT Inclusion and teaching staff; reviewed termly
Individual Healthcare Plan	Medical conditions affecting behaviour	Medical professionals, parents and the SENCo

For younger pupils, or pupils with speech, language and communication needs, staff use tools such as Comic Strip Conversations, expected and unexpected behaviours to help the child understand the impact of behaviour and the choices available to them.

6. Promoting Positive Relationships and Behaviour

6.1 Whole School and Class Charters

At the start of each academic year, pupils and staff work together to agree a Class Charter, built with pupils rather than given to them, through activities such as values sorting and a genuine, shared teacher commitment. The charter is a living document, not a September artefact: teachers return to it through the year as the platform for reminding a class what they agreed together, particularly when expectations have drifted, rather than relying on the 3 Es alone.

Each class also creates its own class motto during transition week, as a companion to our school motto — Including all learners, achieving their best — giving every class a version of that shared purpose in their own words, displayed alongside their charter.

6.2 Restorative Practice

Restorative practice sits at the centre of how we build, maintain and repair relationships at Halley. It helps pupils to understand how their actions affect others, to see why another person's point of view matters, and to learn how to move through conflict creatively and repair relationships afterwards.

Community Circles are the regular, timetabled practice through which relationships are built. Using our Listen, Think, Share framework, every class holds Community Circles as a structured space for pupil voice, so that restorative habits are already familiar and trusted by the time they're needed for a repair conversation, rather than introduced for the first time in the moment.

6.3 Positive Recognition

Recognition at Halley is collective and values-linked, not points-based: classes work towards a shared weekly behaviour target linked to our values, celebrated together once met, rather than through individual tallies, thresholds or prize draws.

- Recognition boards (“walls of fame”) — classes move collectively towards the weekly class target, resetting each Monday.
- Verbal and non-verbal praise and acknowledgement, in the moment.
- Postcards of praise linked explicitly to one of our seven values.
- House points, awarded for demonstrating a school value or being an active citizen for the school community, contributing to house team totals — a team recognition tied to values and citizenship, distinct from any personal behaviour record.

The recognition board only works if adults believe in it. It exists to notice behaviour that is already happening, not to incentivise behaviour we want to see.

6.4 Behaviour for Learning and Our Approach to Teaching

Behaviour and learning are not separate conversations at Halley — good learning conditions are one of our strongest behaviour strategies, and this policy is designed to be read alongside our Teaching and Learning Policy.

- Silent 5 — our whole-class attention signal, used to quickly and calmly gauge readiness.
- 1-2-3 Transitions — a countdown signal that supports smooth movement between activities.
- Learning and Talk Partners / MTYT

We also teach pupils to recognise the different ways they learn together — whole class learning, partner learning, group learning, and independent learning — and active listening is taught explicitly as part of whole class learning, not as a stand-alone behaviour topic. This is the practical expression of High Challenge, Low Threat: challenge is for every child, and every child should feel safe enough to take the risk of trying, getting it wrong, and trying again.

6.5 A Well-Ordered, Consistent Environment

Every classroom displays the class charter, our values, and the strategies pupils can use to regulate their emotions and resolve conflict, including the Zones of Regulation.

6.6 Relentless Routines

- Every child is spoken to and greeted every day.
- Every day starts afresh and ends positively.
- Positive language is used, telling pupils what we expect, not only what is unexpected.
- Class jobs are linked explicitly to our values and to Ready, Respectful, Responsible.

Our approach to behaviour over time can be summed up simply: we don't shout, we don't shush, and we don't nag. We do listen — really listen. – Go back to 3 Es – we engages, explain and expect

7. Responding When Behaviour Does Not Meet Expectations

Our first priority is always to support the child to regulate — returning to the “green zone” in the Zones of Regulation framework — before working with them to reflect and move towards a positive resolution.

7.1 Regulating Before Restoring

A child who needs to regulate may be supported to move to a quiet space within the classroom, a nearby room, or another classroom. Pupils are never left outside a classroom unsupervised.

7.2 Reflection and Restoration

Pupils are supported to record their thoughts in a reflection diary (or by using an expected or unexpecrted social map) where appropriate, considering their actions, the impact on others, and how to make amends.

7.3 A Consistent Response

The class teacher holds primary responsibility for fair, clear and consistent boundaries. Where reminders and supportive strategies have not been effective, an agreed next step is applied — proportionate to the behaviour, and understood by the child as a way of repairing the situation, not as a punishment.

7.4 Removal from the Classroom

Removal is a serious response, used only where it genuinely supports the child and the class, and always with the child's dignity protected. It is never used as a knee-jerk reaction. Where a child is moved to a partner class, the Assistant Headteacher and parents are notified, and the length of time is proportionate and considered case by case.

7.5 Persistent or Serious Unexpected Behaviour

- Any incident that is serious, or forms part of a repeated pattern, is recorded on CPOMS and parents are informed the same day.
- A pattern of such incidents in a short period may lead to a parent meeting, a personalised behaviour plan (Section 5), and, where appropriate, a referral to an outside agency.
- In EYFS, pupils receive verbal reminders and, if needed, a short, time-limited period of regulation support, followed by a restorative conversation.

7.6 Communicating with Parents as Partners

Parents are informed promptly when a child's behaviour has been unexpected in a way that warrants it, and the school works collaboratively with them to agree constructive next steps.

8. Relationships and Behaviour at Lunchtimes

All staff working at lunchtime — including kitchen staff, midday supervisors, volunteers and teaching assistants — are expected to be familiar with, and to implement, this policy consistently.

9. Responding to Discriminatory Incidents

Our response to racist, homophobic, or discriminartoy-related incidents is rooted in our value of Respect. Where such an incident occurs, our priorities are to address the harm caused, to educate everyone involved, and to rebuild relationships.

- With staff support, we facilitate a restorative conversation between the pupils involved.
- The affected child's voice is central to our response.
- Both families are contacted and kept informed.

Every discriminatory incident is recorded on CPOMS, LA informed and analysed for patterns as set out in Section 11.

10. Harmful Sexual Behaviour

Pupils's sexual behaviour and curiosity exists on a continuum, from normal and developmentally expected, through to inappropriate, problematic, or harmful. Staff are trained to understand what typical development looks like at each age and stage, so that behaviour outside it is never dismissed as “just part of growing up.” A child displaying harmful sexual behaviour may themselves be a sign that the child has experienced something harmful.

Any concern relating to child-on-child sexual behaviour is taken seriously, recorded on CPOMS, and managed in line with our Safeguarding & Child Protection Policy and current KCSIE guidance.

11. Monitoring and Recording

RECORD	PURPOSE
CPOMS	Records who was involved, what happened, what action was taken, and how parents were informed.
ABC charts	Used where specific, recurring behaviour needs closer analysis of triggers, patterns, and context.
Termly behaviour analysis	Identifies patterns by individual, group, class or whole school, including disproportionate effects on protected characteristics.

12. Physical Intervention — Use of Reasonable Force

Physical intervention is used only as a last resort, where staff have good grounds for believing it is necessary to prevent a child from significantly injuring themselves or others, causing serious damage to property, or seriously disrupting the school day. Every physical intervention is recorded and reported to parents.

13. Off-Site Behaviour

This policy applies whenever pupils are under the school's care, including on trips, residential visits, and any school-organised activity, as well as behaviour online that affects the school community.

14. Mobile Phones and Personal Devices

Pupils are not expected to bring mobile phones or personal devices to school. Where a phone is brought in, it is handed in to the school office at the start of the day and returned at the end of the day.

15. Suspension and Permanent Exclusion

Suspension or permanent exclusion is used only as a last resort. Halley follows the DfE's and Local Authorities statutory guidance on Suspension and Permanent Exclusion (in force from

26 July 2026). Only the Headteacher can authorise a suspension or permanent exclusion, and every suspension, however short, is formally recorded.

- Excluding a child for behaviour that relates to their SEND may constitute discrimination; the Headteacher must consider the school's duties under the Equality Act 2010 before deciding to exclude.
- Because an unlawful suspension is treated as a significant failure in how a school manages behaviour, the lawfulness of the process is checked by the Headteacher before any suspension or exclusion is confirmed.

16. Malicious Allegations Against Staff

Where a child makes an accusation against a member of staff that is shown to have been malicious, this is managed in line with our Safeguarding & Child Protection Policy and our Managing Allegations procedure, including consultation with the LADO where required.

17. Confiscation

Any prohibited item found in a child's possession will be confiscated and will not be returned to the child. Searching and screening is conducted in line with the DfE's current guidance.

18. Supporting Transition

We have a comprehensive transition plan for pupils moving between year groups, key stages, and to secondary school. – Refer to 'supporting children through transition' document

19. Training

Staff receive annual behaviour for learning training, alongside weekly behaviour updates during pastoral briefings, and training on supporting behaviour as part of induction.

20. Monitoring Arrangements

This policy is reviewed by the Headteacher and Governing Board every two years, or sooner if statutory guidance changes significantly.

Appendix 1: Written Statement of Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act 2006 and current DfE guidance. It is a statement of principles, not of practice: it is the responsibility of the Headteacher to draw up the school's Relationships and Behaviour Policy in light of these principles.

- High standards of behaviour lie at the heart of a successful school. Halley's values and the UNCRC underpin our expectations of all pupils.
- All pupils, staff and visitors have the right to feel safe at all times.
- Halley is an inclusive school, free from discrimination, harassment or bullying, in line with the Equality Act 2010.
- A range of rewards is consistently and fairly applied to encourage and recognise good learning behaviour.
- Where behaviour does not meet expectations, this is addressed consistently and proportionately. Suspension and permanent exclusion are used only as a last resort.
- Reasonable force may be used only in the circumstances set out in Section 12.