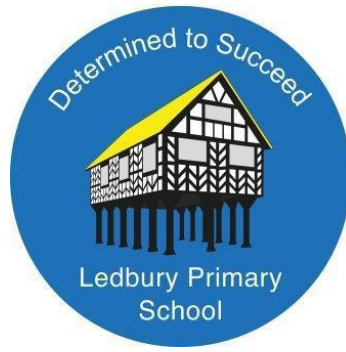




# Ledbury Primary School

## Relational Behaviour Policy Including a written statement of principles

**Approved by:** Rachel Ussher

**Date:** January 2026

**Last reviewed on:** Dec 2025

**Next review due by:** January 2027

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## 1. Aims, school ethos, values and approach

Our school is built on the foundation of Values-Based Education, which underpins everything we do. Through kindness, respect and resilience, we nurture an inclusive and welcoming environment where everyone is valued for who they are. These values support the development of children as reflective learners within a calm, caring, happy and purposeful atmosphere. Our Relational Behaviour Policy is designed to ensure we all have the opportunity to:

**Achieve our best**

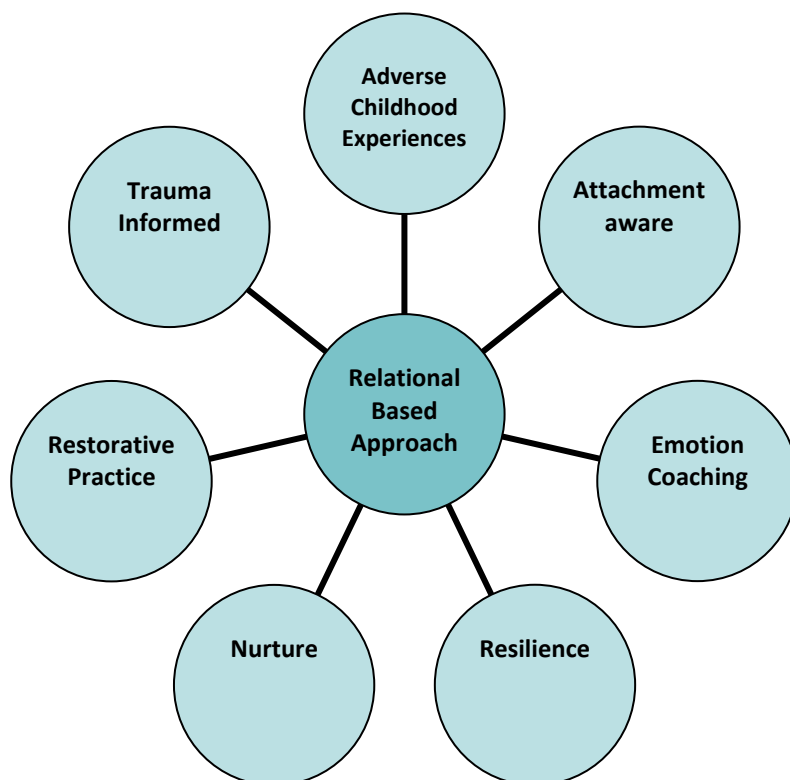
**Love life and learning**

**Be confident and happy**

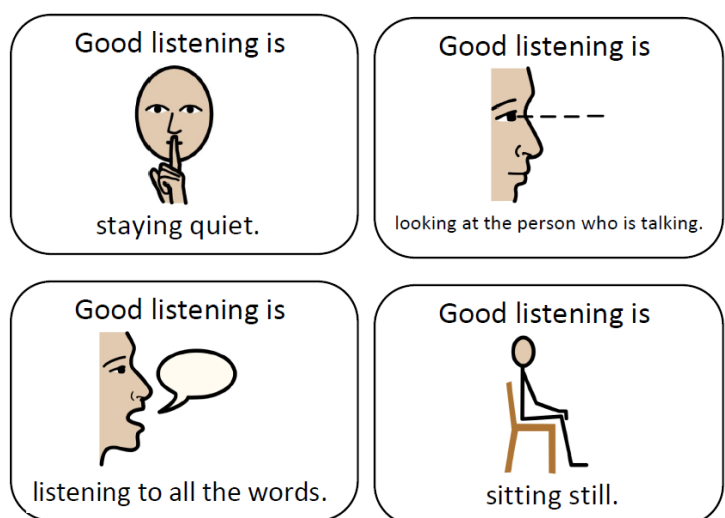
**Show respect, responsibility and resilience**

We believe that it is our role to guide our children to become self-aware, self-regulating and intrinsically motivated individuals.

This document is a relational behaviour policy, encompassing relationship-based theory language and practice to support our children & young people, staff and our environment to be inclusive, calm and conducive to purposeful learning. It includes:



All staff will have regular training on these areas and will act as positive role models. There will be displays around school and in the classrooms which reflect our values and positive approach alongside clear expectations such as:



Whole School Assemblies, RSHE and Circle Time will include discussions around Values, emotions & feelings and behaviour expectations.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Promoting Children and Young People's Emotional Health and Wellbeing](#)
- [Mental Health and Behaviour in Schools](#)
- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion guidance](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Our Approach

Our relational approach is as follows:

- **Restorative conversations**
- **Understanding that behaviour is a form of communication**
- **Non-judgemental language:**  
W- I wonder...  
I- I imagine...  
N- I notice...
- **Empathy and understanding**

### 4. Roles and responsibilities

#### The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this relational behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### The Headteacher

The headteacher is responsible for reviewing this relational behaviour policy in conjunction with governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages a positive, relational approach to behaviour and that staff support children effectively by following the principles within this policy.

#### Staff

Staff are responsible for:

- Modelling and promoting positive behaviour
- Implementing the relational behaviour policy consistently
- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor
- Communicating with parents with positive messages, and where additional support is needed
- The senior leadership team will support staff in responding to behaviour needs
- Referring to the behaviour pathway for guidance

#### Parents

Parents are expected to:

- Support their child in adhering to the school's high expectations of behaviour reflecting the Values-based ethos of the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Pupils**

Pupils are expected to reflect the Values-based ethos of the school by:

- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving carefully and sensibly around the school
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Participating in restorative conversations when needed
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

## **5. Classroom management**

Staff will use a positive, relational approach. This means that promoting good behaviour will be prioritised, and any corrective behavioural response will take place quietly. Strategies such as meet & greet and positive framing form part of our teaching and learning toolkit across the school. These ensure children feel supported, safe and ready to learn.

Staff will manage challenging behaviour through restorative conversations where decisions are made about how to put things right and how to respond differently on another occasion. Teachers will make judgements about when additional support is needed and will use the SEND and Pastoral Pathways to inform their decisions. This could include meetings with the SENDCO and/or parents, putting in place additional strategies and also implementing a behaviour support plan. Incidents will be recorded on Arbor as well as meetings and conversations with parents, where possible.

## **6. Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Classroom teachers are best placed to initiate any additional support needed. They will work alongside SLT, the SENDCO and other members of staff to offer additional support. They will refer to the SEND and Pastoral Pathways to access the appropriate next steps and strategies. Referrals will be made for additional support where needed.

## **7. Routines, rewards and consequences**

Our consistent whole school routines support our children to understand expectations, manage anxieties, and mentally and physically prepare themselves for their day. This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume our pupils know them.

We use consistency with our approach to expectations, including what good listening comprises. Classes have 'Behaviour Hot Spots' where desired behaviours are modelled and taught.

Staff are aware of encouraging intrinsic motivation, praising efforts rather than outcomes. House points and Values slips are used as the main form of extrinsic rewards. Recognition is given in class to 'Always' children who consistently set high standards for behaviour. Staff consciously communicate positive messages to parents via phone calls, in-person conversations, emails and postcards home.

The school uses Arbor to record and monitor behaviour, including allocating Reflection Room visits.

The Headteacher checks and reports to Governors regarding behaviour within school. Phase staff meetings include a standing item to discuss any children of concern.

## **Consequences**

Consequences are to be understood by children as part of the value of responsibility. Through restorative conversations, children and staff make decisions about how to put things right and how to respond differently on another occasion.

The school may use one or more of the following consequences in response to challenging behaviour.

- Reflection Room visit
- Moving the pupil out of the class to another area of school
- Referral to a member of the Senior Leadership Team (in the first instance the Phase Leader)
- Missed work to be completed at break, lunchtime or at home
- Letters or phone calls home to parents
- After school detention
- Agreeing a pastoral support plan
- Internal exclusions in response to serious or persistent breaches of this policy.
- As a final resort, suspensions or a permanent exclusion

## **Off-site behaviour**

Consequences may also be applied where a pupil falls below expected standards off-site when representing the school, such as:

- on a school trip
- on the way to or from school
- when a pupil is wearing school uniform or is in some other way identifiable as a pupil at the school

Consequences may also be applied for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

## **8. Child on child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two. See also the Child-on-Child abuse section of the Safeguarding policy and the Anti-bullying policy.

## **9. Staff development**

We recognise that regular training and revisiting of areas is crucial to our consistent approach. SLT will ensure that there are opportunities for all staff to both have training and to meet and discuss issues throughout the year. Governors and SLT will be mindful of the wellbeing of staff, particularly where challenging behaviour persists, and they will offer support accordingly.

## **10. Liaison with parents and other agencies**

We will work with parents to promote our values approach through the newsletter, presentations and individual conversations. Staff will ensure they celebrate good behaviour with parents as well as communicating when there is challenging behaviour or support needed. The Headteacher and Deputy Headteachers will be the main point of contacts for any queries from parents or with outside agencies.

## **11. Transition**

We recognise that transition can be difficult for some pupils. We make sure to offer all children at least one taster morning in their new classroom in the Summer Term. Children who need additional support may make more visits or have a photograph book made to support them. We liaise thoroughly with local High Schools and arrange for additional transition sessions for pupils who need them.

## **12. Allegations and Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been malicious, the headteacher will address the matter in line with this policy.

Please refer to our disciplinary policy and safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **13. Reasonable force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Putting themselves or other at risk of danger

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 14. Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. Examples of items which may be confiscated includes:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers;
- E cigarettes and vapes
- Fireworks or equivalent such as caps for toy/BB guns;
- pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
- Mobile phones or other smart devices

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

## 16. Links with other policies

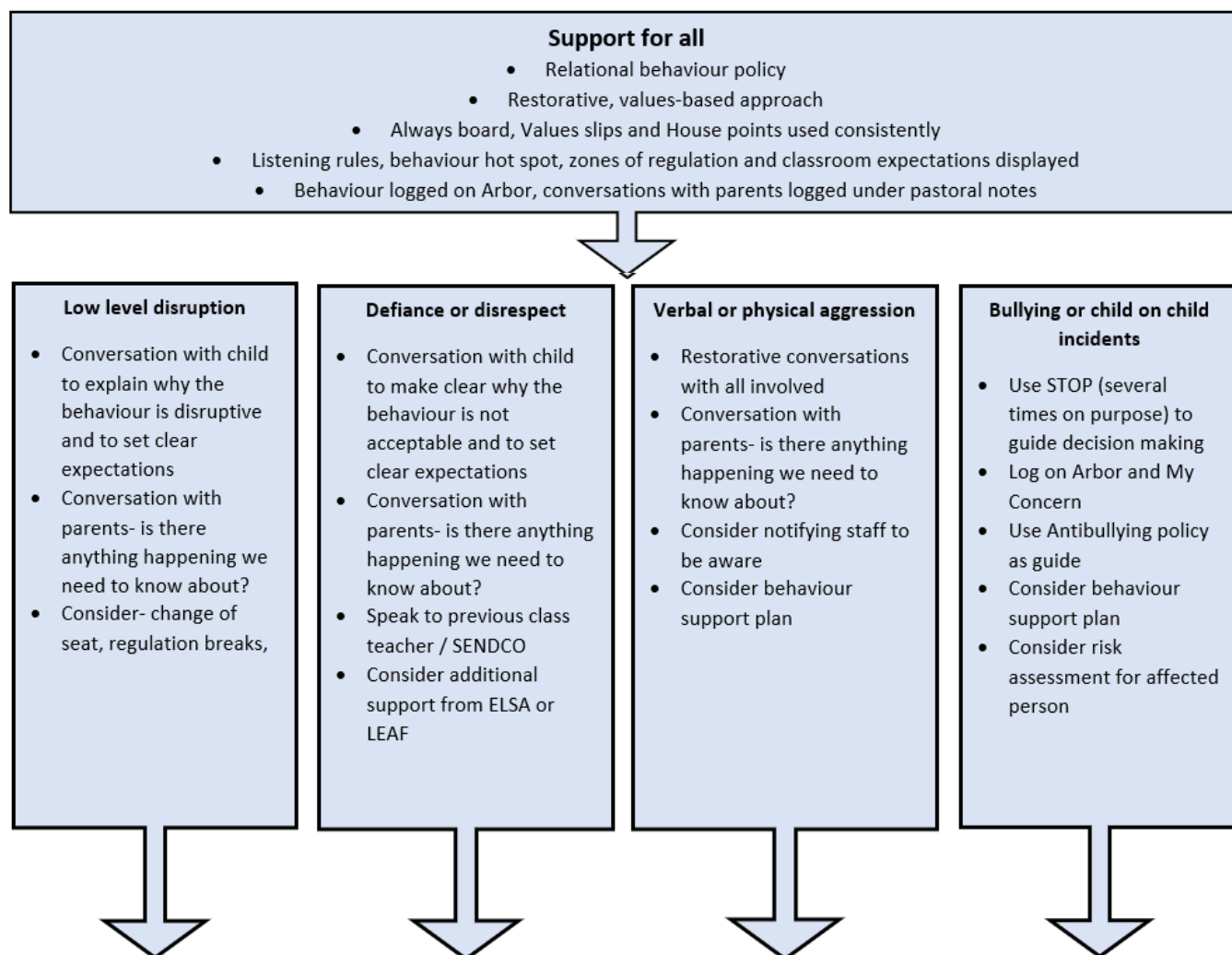
This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti –bullying policy
- Peer on peer abuse policy

## Appendix 1: Behaviour pathway



### LPS Behaviour Pathway



#### Additional support

- Communication with parents
  - Behaviour support plan
  - ELSA or LEAF support
- Support from behaviour lead (JB) or SLT
  - Referral- SEMH or other

#### Sanctions and consequences

| 0                               | 1                 | 2          | 3                                    | 4                         | 5                             | 6                          | 7                                     | 8                      | 9          | 10                  |
|---------------------------------|-------------------|------------|--------------------------------------|---------------------------|-------------------------------|----------------------------|---------------------------------------|------------------------|------------|---------------------|
| Conversation with class teacher |                   |            | Conversation with phase leader       |                           |                               | Conversation with HT / DHT |                                       |                        |            |                     |
| Change of seat within the class | Miss 5 mins break | Miss break | Miss some of lunch (reflection room) | Removal to parallel class | Removal to another year group | Lunchtime detention        | Internal exclusion (half or full day) | After school detention | Suspension | Permanent exclusion |

## Appendix 2: Written statement of behaviour principles

Ledbury Primary School endeavours to take into account considerations of race, religion, belief, gender, ethnicity and disability equality in developing and applying this document. Our relational behaviour policy reflects the school's values-based ethos

### Rationale and purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 (updated 2011) and DfE guidance ([Behaviour and Discipline in Schools, January 2016](#)) and is to be taken in conjunction with the school's behaviour policy and home school agreement which are reviewed regularly by the governing body.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children at Ledbury Primary School as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice; which is to be found in the school's relational behaviour policy that has taken account of these principles.

### Principles

The Governors at Ledbury Primary School believe that high standards of behaviour lie at the heart of a successful school and that this is achieved through positive, relational behaviour management in line with the school's values based ethos.

A successful school enables:

- a) all its pupils to make the best possible progress in all aspects of their school life and work
- b) all staff to be able to teach and promote good learning without undue interruption or harassment

At Ledbury Primary School:

- All pupils have the right to feel safe at all times at school. There should be a mutual respect between staff and pupils and between each other.
- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- All members of the school community (pupils, staff and visitors) should feel free from discrimination of any sort. ([Equality Act 2010](#))
- Staff, volunteers and visitors set an excellent example to pupils at all times.
- Through the values-based ethos, pupils are helped to take responsibility for their actions.
- The relational behaviour policy is understood by staff and pupils.
- Families are involved in challenging behaviour incidents to foster good relationships between the school and pupils' home life. The responsibilities of families with respect to children's behaviour is outlined in the Home School Agreement which families are given when a pupil joins our school.
- Children are helped to understand their responsibilities during their time in school.
- Rewards and consequences are used consistently by all staff, in line with the relational behaviour policy. These are regularly monitored for their effectiveness.
- Exclusions, particularly those that are permanent, must only be used as a last result. Consequences are monitored for their proper use and effective impact.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.