

Abbey Primary School

Relationships & Behaviour Policy

December 2025



At our school, everything we do is built on our core values: ready, respectful and safe. These values form our school rules, guide how we learn, how we treat one another and how we move through our day. Our behaviour policy sets out the expectations that help every child thrive – arriving ready to learn, showing respect in all interactions and making choices that keep everyone safe.

Aims:

We aim to deliver a behaviour policy that is simple, highly effective and consistent. We believe that:

- Good behaviour arises from good relationships and from setting high expectations
- Behaviour can change and every pupil can be successful.
- Praising and rewards are more likely to change behaviour than blaming and punishing.
- Being aware of each pupil's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps pupils to feel good about themselves.

Expectations:

We expect our children to:

- treat each other, staff and the school environment with care and respect.
- arrive on time.
- follow reasonable instructions given by staff.
- obey school rules and accept sanctions in an appropriate way.
- take responsibility for their own learning and actions.

We expect our staff to:

- provide a positive role model for children and each other.
- be positive, enthusiastic and have high expectations of both learning and behaviour.
- establish classroom routines to prevent negative behaviour.
- be visibly consistent, calm, and kind.
- acknowledge and reward good behaviour.

- intervene and correct poor behaviour.
- structure restorative conversations when dealing with conflict. (See appendix 1)
- deal with parental concerns in a timely, respectful, sympathetic and professional manner.
- liaise with the SENCO ensuring that those pupils with apparent behaviour difficulties do not have unidentified learning difficulties.

Rewards:

- Single house points awarded on Class Charts.
- Bronze, silver and gold awards for children who achieve house points (100, 200 and 300).
- Platinum awarded to celebrate exemplary behaviour (500 house points)
- Regular attendance campaigns: prizes for individuals; class reward for highest attendance in a key stage
- Awards in celebration assembly: star of the week, oracy award, author of the week
- Behaviour awards given termly in Governors' assemblies
- Verbal and non-verbal praise from staff
- Verbal praise to parents about their child.
- Smiley faces, stickers, stamps and certificates on work.
- Sending good work to other staff members as reward or praise.
- Special responsibilities, e.g. lunch monitors, reading buddy, school council, house captains, corridor monitors.
- Positive phone call home.
- WOW Board

Strategies to support positive behaviour:

- Calm body language
- Positive language
- Praise when good behaviours are noticed and utilising 'planned ignoring' of negative behaviours
- Reminders of school rules and expectations
- Appropriate time is given after an adult has made a request
- Children are to be given choices and consequences
- Behaviour trackers to monitor behaviour choices (appendix 2)
- Alongside behaviour management strategies, learning behaviours are taught explicitly.
- Where needed, adults adapt the curriculum to meet the behaviour needs of a class or cohort for example additional PSHE lessons or guest speakers.
- A member of SLT who is 'on-call' each day to support staff with challenging behaviour

Building Relationships

At Abbey we recognise that good behaviour stems from good relationships. We use the PACE approach to support relationship building between staff and pupils. This is supported by our emotional coaching approach and trauma-informed practice. (See appendix 4 for sentence stems).

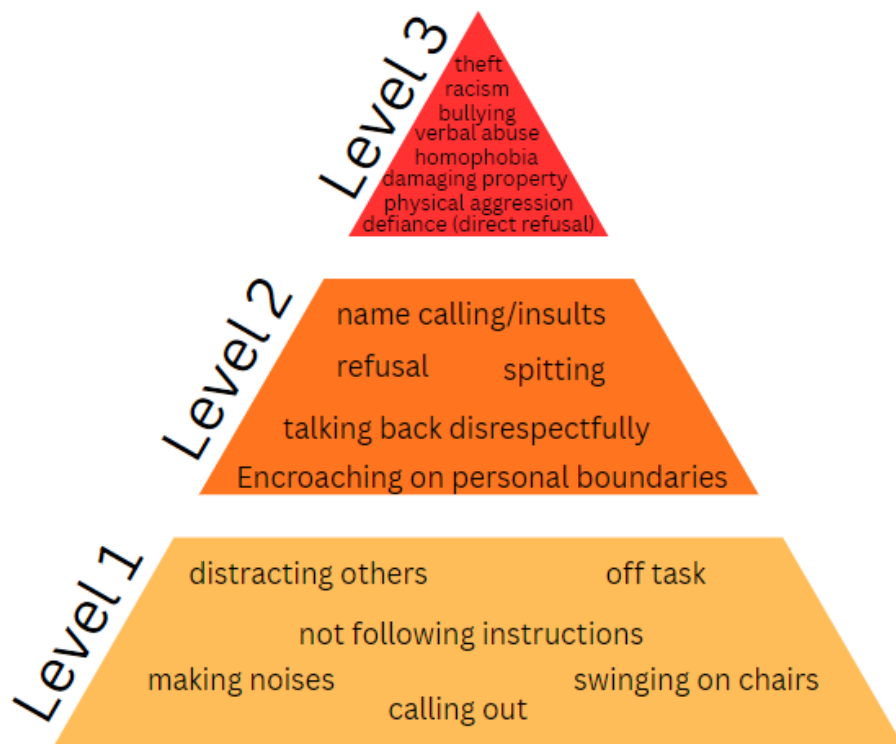


- Predictability and consistency.
- Positive noticing.
- Being WARM!
- Meet and Greet.

Sanctions:

There will be times when an appropriate sanction is necessary to help children understand the impact of their choices and reinforce our school rules and expectations.

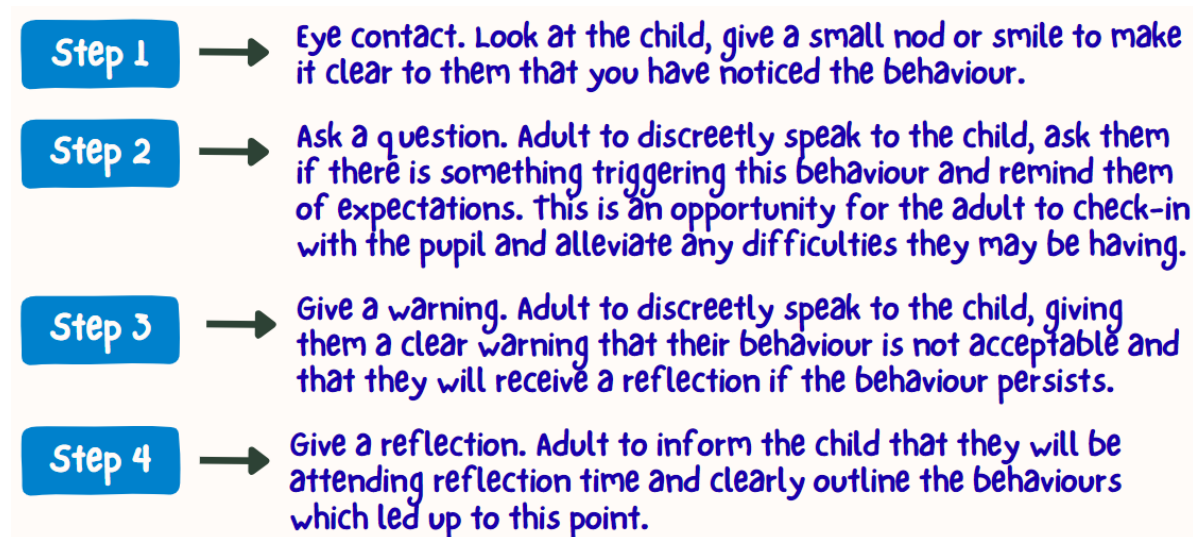
At Abbey, behaviours which could require a sanction are split into three levels – see Abbey's behaviour pyramid below.



Abbey's Pyramid of Behaviour

Level 1 Behaviours

In the case of level 1 behaviours, teachers should follow the steps below:



Repeated level 1 behaviours would be escalated to level 2 or 3 behaviours depending on their severity. If a pupil receives 4 level 1 behaviours in a two-week period. It will escalate to level 2 and parents will be informed by class teachers.

Level 2 Behaviours

In the case of level 2 behaviours, class teachers will have a conversation with the pupil to ascertain the context. These behaviours will result in reflection minutes. Teachers should log the reflection on Arbor. In the case of repeated level 2 incidents in a two-week period, these will be escalated to level 3 and parents will be informed by class teachers.

Level 3 Behaviours

For level 3 behaviours, the on-call member of SLT should be called or the child sent directly to SLT. Any of these behaviours will result in time in reflection and a phone call home to inform caregivers by the on call member of staff. See behaviour incident flow chart for guidance (appendix 3).

Reflection time:

Children who are given a reflection will attend the session with a member of SLT during the next lunchtime period. The length of the reflection will be decided by the member of staff leading the reflection session. A restorative conversation will take place following 'Abbey's Restorative 5' as a guide. These sheets are collected and monitored by SLT. Where there are concerns about the frequency or nature of reflections, this will be discussed with parents.

For children who do not attend reflection, the following steps will be taken.

First chance	Pupil attends their reflection on the first scheduled day. If a pupil does not attend, the reflection will be rescheduled for the following day and 10 minutes will be added.
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Second chance	If a pupil does not attend, a call home will be made by SLT to inform parents that the reflection has been missed and that they will have a final chance to attend the following day.
Third/final chance	If a pupil does not attend, they will receive a full internal lunchtime suspension. Parents will be called by SLT.

Emotional Regulation

At Abbey we recognise the importance of supporting children to understand the different emotions that they experience, why they occur and how to handle them. We use Zones of Regulation to support children with identifying, managing and talking about their emotions as well as emotion coaching as an approach to supporting children with their behaviour.

Co-regulation and de-escalation

We recognise that children cannot always regulate their emotions independently, particularly when they are dysregulated or overwhelmed. In these moments, adults play a crucial role in supporting pupils through co-regulation strategies that prioritise calm, safety and connection. We adopt the evidence-backed approach to Regulate, Relate and Reason and utilise WINS phrases to structure conversations (see Appendix 5).

Connect Before Correct

We adopt a 'Connect Before Correct' approach, recognising that meaningful behaviour change happens through strong, trusting relationships. When a child is experiencing heightened emotions or challenging behaviour, our first priority is to connect with them emotionally before addressing the behaviour itself. Although this approach is vital in moments of dysregulation, it is also a proactive approach that informs how we build positive relationships with pupils daily.

Four Steps of Emotion Coaching

1. Step 1 - Recognising the child's feelings and empathising with them
2. Step 2 - Validating the feelings and labelling them
3. Step 3 - Setting limits on behaviour (if needed)
4. Step 4 - Problem-solve with the child

Emotional Literacy Support:

Pupils who are giving cause for concern socially or emotionally are referred to ELSA sessions. Targets are set and reviewed at the end of the sessions. Any pupil who is particularly upset or angry will immediately receive an ELSA session to support them in regulation.

Safeguarding:

There may be occasions when a behaviour exhibited gives cause to suspect that a pupil is at risk of significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

Internal Suspension:

Child will complete work set with SLT for at least half a day.

Fixed-Term Suspensions and Permanent Exclusion:

The Headteacher or Deputy Headteacher may suspend a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this. A permanent exclusion will be actioned only:

- If there has been a serious breach or persistent breaches of the Behaviour Policy; or
- Where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in school

Reintegration Meetings:

Where a child has received any type of suspension, a reintegration meeting will take place before they return to class. It is important that time is taken to support the pupil's return to school in a positive and structured way. These meetings are not about revisiting punishment but about understanding needs, restoring trust and setting clear expectations so the pupil can come back Ready, Respectful and Safe. In order for reintegration meetings to be effective, a parent or carer will be asked to attend alongside their child however where this is not possible, the reintegration meeting will happen with the child and the Headteacher.

Taking Account of SEND, Disability and the Circumstances of Other Vulnerable Pupils:

We will make reasonable adjustments in the application of the Behaviour Policy for those with Special Educational Needs. Where a reasonable adjustment is made, the Headteacher and SENCO will work with the parents and class teacher to amend their SEND Support Plan.

Children Open to Social Care, Past and Present

We are aware that some children may be open to social care, or have had previous involvement with social services and that these experiences can impact emotional wellbeing, behaviour, attendance and engagement with learning. Staff are mindful that behaviour may be a form of communication and respond with consistency and empathy.

Children Who Have Experienced Trauma

We recognise that some children may have experienced trauma and that this will impact children in different ways which may not always be visible. Staff recognise that these children may have a narrower Window of Tolerance and may adjust their approach to support regulation before correction.

Parents Evenings:

Teachers, parents and students meet twice a year to set targets and review progress. One of the areas discussed is a pupil's behaviour and attitude to learning.

Monitoring:

- Behaviour is discussed weekly at SLT meetings
- The Behaviour Policy will be reviewed annually.

This policy should be read in conjunction with the use of Restrictive Intervention Policy, the Child Protection and Safeguarding Policy and the Online Safety Policy.

Appendices

Countdown:

Five, great Carl, you have turned to face me. Four, Ellie, thank you for putting your work in the middle of the desk. Three, spot-on this group, you are the first to be ready. Two, Raj, nearly there? You just need to pop that coat on the back of the chair Faye. One, quick as you can Sam. Half, Lily? Brilliant, thank you everyone, eyes on me.

30 second script:

I noticed you are ...
You have chosen to ...
Do you remember yesterday when you...
That is what I need to see from you today.
Thank you.

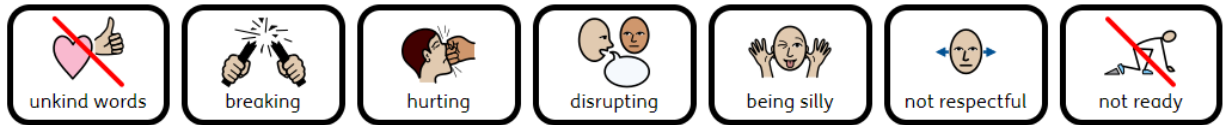
Deescalation sentence starters:

I understand ... (that you are angry/upset)
I need you to ... (come with me so that we can sort it out)
Maybe you are right ... (maybe I need to speak to them too)
Be that as it may ... (I still need you to join the group).
I've often thought the same ... (but we need to focus on...)
I hear you ... (it's not easy but I know that you can do it).

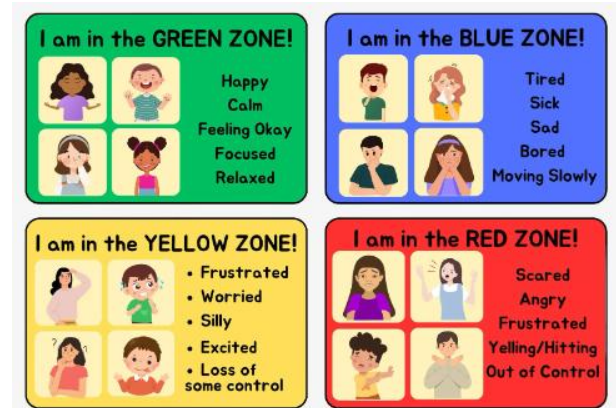
Appendix 1: Restorative 5 for reflection time:

[Reflection - Restorative Five scaffolding.docx](#)

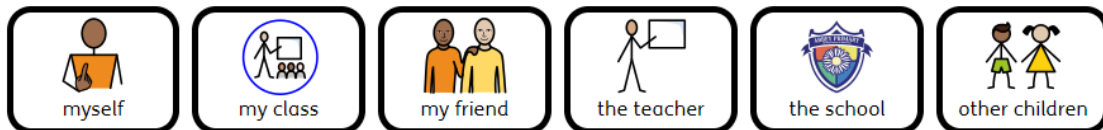
1. What happened?



2. What were you thinking or feeling at the time?



3. Who has been affected and how do they feel?



4. What should we do to put things right?



5. How can we do things differently in the future?



Appendix 2: Behaviour tracker

Abbey Behaviour Tracker

Name:

Date:

Monday

Tuesday

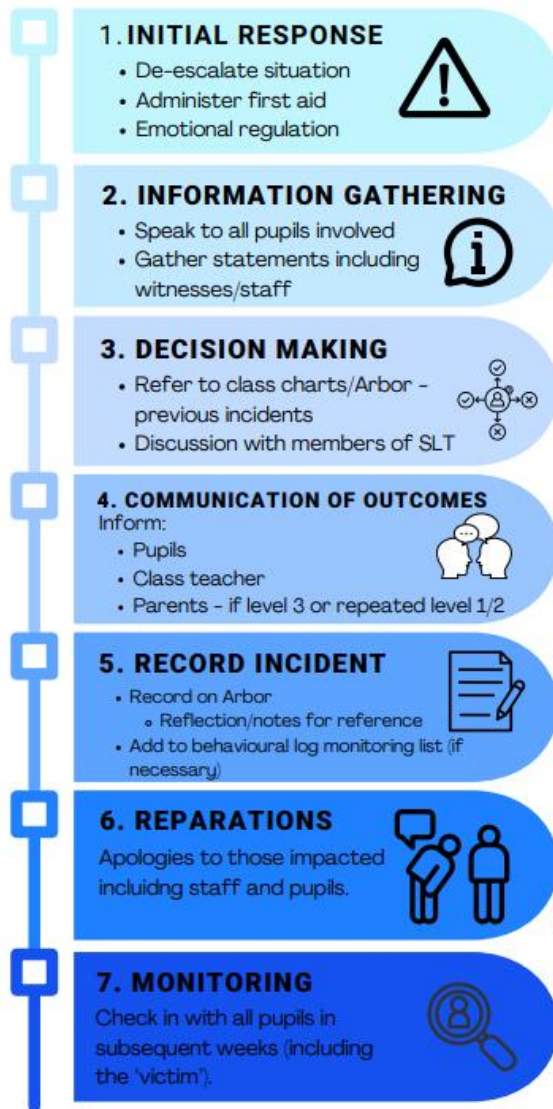
Wednesday

Thursday

Friday

Appendix 3: Behaviour Incident Flow Chart

BEHAVIOUR INCIDENT FLOW CHART



Appendix 4: Building relationships sentence stems

1. Remembering and recalling

- I was thinking about when you told me
- I know that you like

2. Thoughtful comments

- I think that might be a little hard. Do you want to try..... first or....?

3. Promises and fulfillment

- I'm going to leave you to finish that and I'll come back in 5 minutes.

4. Holding in mind gestures

- 5 fingers – indicates 5 more minutes.

Appendix 5: Coregulation

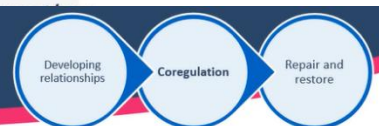
Regulate, Relate, Reason – Dr Bruce Perry



1. **Regulate:** Co-regulate students to help them to feel calm and soothe.
2. **Relate:** Once children are in a calmer state, empathise and validate feelings to form a

Helpful Phrases: WINS

A helpful tool to approach these conversations



WONDER
IMAGINE
NOTICE
SOUNDS



I **WONDER** if you felt ignored or left out? Have I got that right? Tell me more about that.

I can **IMAGINE** that it was really upsetting for you, I would feel upset about that too.

I **NOTICED** that what he said made you really angry. Can you tell me more about that?

It **SOUNDS** as though you are feeling anxious about that, is that right? What else are you feeling?

... and yet this behaviour is not ok.