



Behaviour, Relationships and Belonging Policy

Renewed: March 2026

Our Vision: Behaviour Rooted in Love, Belonging and Responsibility

At St Peter's, we believe that **children flourish when they belong**. Behaviour, learning and wellbeing are deeply connected, and all grow best within relationships that are loving, consistent and fair.

Our Christian vision, "*Growing together in mind, body and spirit*," is lived out through Jesus' teaching to "*Love your neighbour as yourself*." Inspired by the **Parable of the Good Samaritan**, we teach children to develop a positive attitude to learning, to notice one another, to act with compassion, and to take responsibility when harm has occurred. Children are taught the importance of behaving with high levels of respect for others. Both commonalities and differences are celebrated, valued and nurtured.

We are clear: **high expectations and kindness are not opposites**. At St Peter's, we hold firm boundaries *within* warm, respectful relationships so that every child feels safe, valued and able to grow.

1. Belonging First: Our Relational Approach to Behaviour

We understand behaviour as a form of communication. Children's behaviour is shaped by their development, emotions, experiences and capacity to regulate themselves.

We believe children behave best when they feel:

- **Safe** – protected by predictable, calm adults
- **Connected** – known and cared for
- **Understood** – listened to with curiosity and empathy
- **Valued** – believed in, even when behaviour is challenging

This attachment-aware, trauma-informed approach ensures that **no child is reduced to their behaviour**. Every child is worthy of dignity, support and has the chance to repair when things go wrong.

2. Self-Discipline: Clear Expectations that Protect Everyone

Alongside belonging, children need clear expectations on how to behave. At St Peter's, self-discipline is taught through:

- clarifying expectations through 'front loading'
- consistent routines
- fair and proportionate consequences

Our core expectations are simple and strong. **Everyone at St Peter's will:**

- show **respect** for themselves, others and the environment
- use **polite** language and good manners
- behave in ways that keep everyone **safe**

These expectations apply at all times — in classrooms, worship, playtimes, trips and shared spaces — and protect the rights of *all* members of our community.

3. Noticing the Good: Encouragement and Recognition

We believe children grow when the good in them is noticed. We intentionally recognise:

- kindness and compassion
- effort and perseverance
- respectful behaviour

- leadership and service

This includes our daily 'Good Samaritan' in each class, verbal praise, sharing successes with families, weekly celebrations, and opportunities such as School Leaders and Buddies. Our aim is to help children develop **inner motivation** and a strong moral compass.

4. When Things Go Wrong: Support, Accountability and Repair

All children make mistakes. When behaviour falls below expectations, adults respond with **calm authority and care**.

We recognise that children may be:

- dysregulated and in need of support, or
- regulated but making poor choices

In every situation, adults consider:

- the child's emotional and developmental needs
- the impact on others
- what learning is needed next

We are clear: **behaviour has consequences**, but consequences are about **learning, responsibility and restoration**, not shame.

5. Consequences and Restorative Repair

St Peter's uses a **consequence ladder** so children understand boundaries and outcomes.

Consequences:

- are applied fairly and consistently
- are proportionate to the behaviour
- protect safety and dignity
- are followed by reflection and repair

Repair matters. Children are supported to:

- understand who has been affected
- take responsibility
- make amends
- rebuild trust
- move forward positively

This reflects our Christian belief in forgiveness, growth and new beginnings.

6. Serious Incidents and Keeping Everyone Safe

Behaviour that is violent, abusive, discriminatory or persistently disruptive is taken seriously.

The Headteacher may use internal or external suspension (exclusion) where necessary to:

- keep children and adults safe
- protect the learning environment
- support long-term change

All decisions are made carefully, with consideration of individual circumstances, safeguarding responsibilities and any existing support plans.

7. Consistent, Calm Adults: Our Shared Responsibility

Children learn how to behave by watching adults. All staff commit to:

- calm, respectful and predictable responses
- high expectations for every child
- consistent language and routines
- noticing and responding to all pupils
- avoiding public shaming or escalation

There is **no hierarchy of adults** — children are expected to show respect to all staff equally.

8. Working in Partnership with Parents and Carers

Parents and carers are essential partners in developing behaviour. We ask families to:

- support the school's expectations and values
- reinforce messages about responsibility and repair
- work collaboratively with school staff

We commit to open communication, compassion and shared problem-solving, always with the child's best interests at heart. Through strong relationships, clear boundaries and Christian compassion, we create a school where behaviour supports learning, wellbeing and community for all.

9. Mobile phones in school - Prohibition of Use

In line with Department for Education guidance, St Peter's is a mobile phone-free environment. To ensure a focused and safe learning environment, pupils are prohibited from using mobile phones or smart technology throughout the school day, including break and lunch times.

Storage and Safety Exceptions

If a pupil requires a phone for safety while traveling to and from school, parents must provide a written request to the school office explaining the necessity. Once approved, the device must be switched off and handed into the school office upon arrival for secure storage until the end of the day. Any phone found in a pupil's possession without prior written agreement will be confiscated to be collected by the parent of the child.

Supporting Guidance and Appendices

To ensure this policy remains clear and accessible, further detail is provided in the following appendices and linked guidance:

- **Appendix 1 - Statement Of Behaviour Principles**
- **Appendix 2: Respect and Safety Behaviour & Consequence Ladder**
Outlines levels of behaviour, responses and consequences in line with our relational approach.
- **Appendix 3: Anti-Bullying and Harmful Behaviour Guidance**
Defines bullying and outlines how incidents are addressed and recorded.
- **Appendix 4: Suspension and Permanent Exclusion**
- **Appendix 5: [From Rescue to Resilience](#) – Supporting Children Through Difficulty**
Explains our empathy-led, trauma-informed approach to helping children build resilience and responsibility.
- **Appendix 6: [What Do Consequences Look Like at St Peter's?](#) (Parent & Staff Guide)**
Clarifies how consequences support learning, repair and belonging.
- **For staff: Standard Operating Procedure: Managing pupil behaviour**
Practical guidance on calm, consistent responses, including reminders, warnings, consequences and repair.
- **Other:**
 - **Individual Relational Support Plans**
For children requiring additional, personalised support. Confidential to child.
 - [St peter's Sensitivity to fairness](#)
 - [Restrictive Interventions Policy Spring 26](#)

Appendix 1 - Statement Of Behaviour Principles

- All children, staff and visitors have the right to feel safe at all times at school
- All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Policy. Governors expect these rules to be consistently practiced and applied by all staff
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards other pupils or the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Restrictive Interventions Policy (incorporating Reasonable Force)
- An emphasis to be placed on pupils showing respect to themselves and others.

Appendix 2 - Respect and Safety Behaviour & Consequence Ladder

The list cannot show all possible behaviours and the individual circumstances of each incident will be taken into account.

Level 1 - Warning given by a member of staff

- Minor **Disrespectful/impolite** e.g. Forgetting manners or ignoring instructions, Pushing in the line, Being disruptive: Calling out/ Interrupting/Silly noises.
- Minor **unsafe** behaviour e.g. Swinging on a chair, Careless actions

Level 2 - lunchtime or break grounding (Class teacher informed, and parent *if necessary*)

- Consistent Level 1 behaviour.
- **Disrespectful/impolite**- e.g. Rudeness or disrespect to a member of staff, Answering an adult back, Inappropriate language, Taking the mickey, Persistent talking in Collective Worship or class, Graffiti on books, Swearing, Silly name calling, Unkind laughter, Deliberately winding someone up, Dropping litter, Throwing food on the floor, Offensive name calling, Lying to get someone else into trouble, First instance of taking another's property. Spitting at someone.
- **Unsafe** - eg Refusal to follow instructions (after a warning), Threats to others, Play fighting that got out of hand, Leaving the class without permission, Minor scuffle (pushing and shoving when angry), Deliberate damage to property, Hurting someone through dangerous actions.

Can be over multiple days depending on severity and frequency

Level 3 - Internal exclusion – children spend time in isolation away from class and other children (parents informed). Decided by SLT

- Repeated L2-L4 behaviours
- **Disrespectful/impolite**- eg Significant incident of bullying. [Bullying is defined as 'STOP' – Several Times On Purpose]. Further incident of taking someone's property.
- **Unsafe** - eg Aggression, Fighting. Throwing furniture. Deliberately throwing stones or other objects at another person. Biting.

Level 4 - For more serious incidents - at the Headteacher's discretion, including exclusion (see appendix 4):

- Repeated L2-L5 behaviours.
- **Disrespectful/impolite** - Serious verbal abuse towards staff or pupils. Repeated bullying. Persistent and consistent inappropriate/disruptive behaviour.
- **Unsafe** -Racist behaviour. Sexually inappropriate behaviour. Physical assault on a pupil or member of staff.
- Criminal behaviour.

Appendix 3 - Bullying

What is Bullying?

- *a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.*

In our school a bully is someone who seeks to hurt someone more than once, by using behaviour which is meant to hurt, frighten or upset another person. We promise to always treat bullying seriously.

Bullying can be:

Emotional:

- Hurting people's feelings, leaving you out, hand signs, being put down or humiliated, having money and other possessions taken or messed about with, having rumours spread about you.

Physical:

- Punching, kicking, spitting, hitting, pushing, pulling, being threatened or intimidated.

Verbal:

- Being teased, name calling.

Racist:

- abusive behaviour towards members of another race or culture.

Cyber:

- saying unkind things by text, app, e-mail or the internet.

Homophobic:

- the use of derogatory homophobic language.

Guidance for pupils is displayed on a poster containing the following:

When is it bullying?

STOP =

Several

Times

On

Purpose

Who can I tell?

ACT =

Ask the bully to stop

Collect a friend or witness

Take them and tell an adult

If you are being bullied: **Start Telling Other People!**

If you are bullied; Ask the bully to stop. Use eye contact and tell them to go away.

- Collect a friend or witness.
- Take them and tell an adult.

DON'T:-

- Do what they say.
- Get angry or look upset.
- Hit them.
- Think it's your fault.
- Hide it.

What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying.
- Tell an adult what you have seen.
- Tell the bully to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening

Appendix 4: Suspension and Permanent Exclusion

1. Principles and Aims

The school is committed to creating a safe, inclusive environment where every child can succeed. We use a **relational, trauma-informed approach**, viewing behaviour as a form of communication. Exclusion is an extreme, last-resort sanction used only when all other reasonable adjustments and inclusive strategies have been exhausted.

2. Statutory Duties and SEND

Before making a decision to exclude, the Headteacher will:

- **Check for SEND:** Determine if the pupil has a known or undiagnosed disability or Special Educational Need.
- **Equality Act (2010) Compliance:** Ensure the school has met its legal duty to make "reasonable adjustments" to support the pupil.
- **Graduated Response:** Review if the **Assess-Plan-Do-Review** cycle was followed and if the **Ordinarily Available Inclusive Provision (OAIP)** was fully implemented.
- **Wider Context:** Explore if the incident was a result of unmet needs, such as communication frustration, sensory overload, or trauma.

3. Circumstances for Exclusion

A decision to exclude will only be taken:

1. In response to a **serious or persistent breach** of the Behaviour Policy.
2. Where allowing the pupil to remain would **seriously harm** the education or welfare of others or the pupil themselves.

4. Types of Exclusion

- **Suspension (Fixed-Period):** A temporary removal for a set number of days (maximum 45 days per year).
- **Permanent Exclusion:** A final, formal step when a pupil is removed from the school roll. This is used only as a last resort.
- **Internal Suspension:** Used where possible to avoid formal exclusion while maintaining safety.

5. Procedures and Rights

- **Immediate Notification:** Parents will be contacted immediately and provided with a formal letter detailing the reasons, dates, and their right to make representations.
- **Education Provision:** For any exclusion over 5 days, the school (for suspensions) or the Local Authority (for permanent exclusions) must arrange alternative full-time education by the 6th day.
- **Governor Review:** The Governing Body will review all permanent exclusions and any suspensions exceeding 15 days in a single term.

6. Preventative Measures

Before resorting to permanent exclusion, the school will consider:

- **Managed Moves:** A voluntary agreement for the pupil to move to another school.
- **Specialist Advice:** Consultation with Educational Psychologists or Devon's SEND team.
- **Off-site Direction:** Temporary placement at another setting to improve behaviour.

Permanent exclusions

1. The Decision to Permanently Exclude

A decision to permanently exclude a pupil will only be taken by the Headteacher (or Acting Headteacher) as a **last resort** and in the following circumstances:

- In response to a **serious breach** or **persistent breaches** of the school's Behaviour Policy; **AND**
- Where allowing the pupil to remain in school would **seriously harm** the education or welfare of the pupil or others in the school.

The decision must be **lawful, rational, reasonable, fair, and proportionate**.

2. Safeguards for Pupils with SEND

In line with the **SEND Code of Practice (2015)** and the **Equality Act (2010)**, the school has a statutory duty not to discriminate. Before a permanent exclusion is finalised:

- **The "But For" Test:** The Headteacher will consider if the behaviour was a direct consequence of the pupil's SEND or a disability.
- **Reasonable Adjustments:** We will review whether all reasonable adjustments and inclusive strategies (as per Devon's OAIP) were in place and effective.
- **Specialist Review:** For pupils with an Education, Health and Care Plan (EHCP), the school will usually call an **Emergency Annual Review** to explore whether the current placement is still appropriate before moving to exclusion.

3. Procedure Following the Decision

1. **Notification:** Parents/carers will be notified immediately by telephone, followed by a formal letter without delay (within 3 school days).
2. **Information Provided:** The letter will clearly state the reasons for the exclusion, the fact it is permanent, the parents' right to make representations, and the contact details for impartial advice (e.g., Devon Information Advice and Support - DIAS).
3. **Local Authority & Social Work:** The Local Authority (Devon CC) will be notified immediately. If the child has a Social Worker or is a Looked After Child (LAC), they will also be notified without delay.
4. **Education from Day 6:** While the school provides work for the first 5 days, the Local Authority has a statutory duty to provide full-time education from the **sixth school day** of a permanent exclusion.

4. The Governing Body Review

The Governing Body's **Exclusion Committee** must meet within **15 school days** of the notification to consider the exclusion.

- Parents and the pupil (at an age-appropriate level) are invited to attend and contribute.
- The Committee has the power to either **reinstate** the pupil or **decline to reinstate** (uphold the exclusion).

5. Independent Review Panel (IRP)

If the Governing Body upholds the decision, parents have the right to request an **Independent Review Panel**. If the child has SEND, parents can request that a **SEND Expert** attends this panel to provide impartial advice on how SEND may have relevantly impacted the exclusion.