# Positive Relationships and Behaviour Policy

**Date: September 2026**

**Review Date: September 2027**

**Purpose**

This policy sets out Larkspur Community Primary School's whole-school approach to positive relationships and behaviour. It promotes safety, learning, inclusion and wellbeing and establishes clear, consistent expectations for pupils and adults. The policy is informed by current Department for Education guidance and relevant legislation and should be read alongside the school's Safeguarding and Child Protection, Anti-Bullying, Equality, SEND, Attendance, Restrictive Intervention and Reasonable Force, and Online Safety policies.

Our approach is relational, inclusive and restorative. We recognise that strong, trusting relationships between children and adults provide the foundation for positive behaviour. We seek to understand what may be contributing to behaviour while maintaining clear, consistent boundaries and high expectations for all. Children are supported to regulate, reflect, repair harm and learn more successful ways of responding. A relational approach does not mean an absence of consequences; consequences are fair, proportionate, developmentally appropriate and used alongside support to help children make positive changes.

**Statutory and national guidance**

• DfE, Behaviour in Schools: Advice for Headteachers and School Staff

• DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

• DfE, Searching, Screening and Confiscation

• DfE, Restrictive Interventions, including Use of Reasonable Force in Schools (2026)

• Keeping Children Safe in Education 2026

• Equality Act 2010 and the school's duties towards disabled pupils.

**Principles**

- Everyone at Larkspur has the right to feel safe, valued and able to learn.
- High expectations of behaviour support effective teaching, learning and personal development.
- Adults model the behaviour and respectful relationships expected of children.
- Behaviour is taught explicitly through routines, modelling, reinforcement and restorative practice.
- Responses to behaviour are reasonable, proportionate and applied fairly, while recognising that equality does not always mean treating every child in exactly the same way.
- Reasonable adjustments are made for pupils with SEND where required.
- Restorative practice is used, where appropriate, to repair harm, rebuild relationships and support behaviour change.

- Safeguarding concerns take priority over routine behaviour procedures and are responded to promptly.

**Our school rules**

- Be Ready
- Be Respectful
- Be Resilient

These rules are displayed across the school, explicitly taught and referred to consistently in conversations about conduct.

**Expectations of all adults**

All adults working at Larkspur are expected to:

- Meet and greet children positively and establish calm starts and transitions.
- Refer consistently to **Ready, Respectful and Resilient.**
- Model calm, respectful behaviour and build positive relationships.
- Plan engaging, inclusive learning and anticipate barriers to successful behaviour.
- Use precise praise and visible recognition to reinforce positive conduct.
- Use consistent school routines, including the agreed stop signal, Wonderful Walking and Legendary Lines.
- Use prevention and de-escalation before sanctions where appropriate, provide take-up time and follow incidents through.
- Give first attention to positive conduct.
- Use professional judgement and agreed reasonable adjustments for individuals.
- Record and escalate incidents in accordance with the recording section of this policy.

**Leadership and governance**

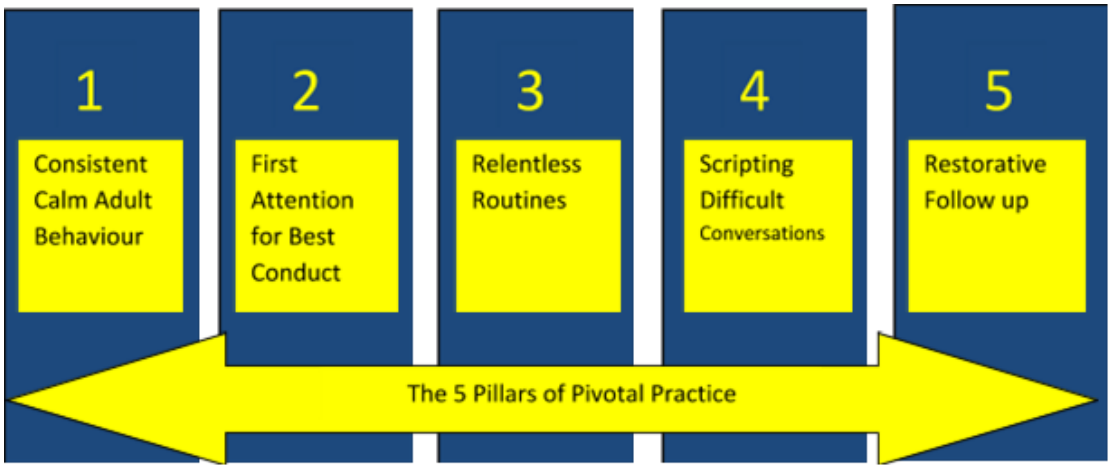
Senior leaders will model expectations, support staff with behaviour incidents, monitor patterns and identify pupils who may need additional support. Behaviour information will be reviewed regularly, including patterns for relevant pupil groups, and reported to governors. Governors will monitor the implementation and impact of the policy and review it annually.

**Recognition and positive behaviour**

- Adults use precise verbal praise to identify the behaviour being recognised.
- Class and whole-school recognition boards reinforce agreed behaviours and school values.

- Celebration assemblies recognise achievement, effort and the school values.
- Positive contact with home is encouraged so that families hear about successes as well as concerns.
- Recognition is accessible and fair, including for children who need additional support to meet expectations.

Our Policy is based on the **Five Pillars of Pivotal practice.**




**Inclusion, SEND and reasonable adjustments**

The school recognises that behaviour can communicate an unmet need and that some pupils need additional or different support to meet expectations. Where behaviour may be related to a child's SEND or disability, staff will consider the child's needs and any agreed reasonable adjustments when determining the appropriate response. The SENDCo will provide advice where additional or different provision or adjustment may be required.

Individual support may include a Positive Behaviour Support Plan (BSP), developed with the child where appropriate, parents/carers and relevant staff. Plans may identify proactive strategies, reasonable adjustments, de-escalation approaches and agreed responses. External agency advice may be sought where appropriate. Plans will be reviewed regularly and following significant changes or incidents.

**Early Years**

In Early Years, behaviour expectations and responses take account of children's age, stage of development, communication needs and capacity for self-regulation. Practitioners prioritise secure relationships, co-regulation, explicit teaching and modelling of expectations, predictable routines and positive reinforcement. Responses are developmentally appropriate and support children to learn the skills needed to regulate behaviour and participate successfully in the setting.

**Safeguarding and reporting**

The Behaviour Policy operates alongside the school's Safeguarding and Child Protection Policy. Safeguarding concerns must be reported to the Designated Safeguarding Lead or a deputy and recorded promptly in accordance with the school's safeguarding procedures and Keeping Children Safe in Education 2026. Where safety or welfare concerns exist, immediate safeguarding action takes priority over routine behaviour procedures. Serious discriminatory incidents, harmful sexual behaviour and other conduct that may indicate abuse, exploitation or risk of harm must be considered through a safeguarding lens as well as a behaviour response.

**Definitions**

- Child: the term used in this policy to refer to a pupil.
- Reflection / take-up time: a short, structured opportunity for a child to reflect on behaviour and, where appropriate, take part in a restorative conversation.
- Completion of learning: reasonable and proportionate completion of learning missed because of behaviour, at an appropriate agreed time.
- Serious misconduct: behaviour that poses a significant risk of harm or seriously breaches school expectations. This may include physical assault, persistent or serious bullying, discriminatory behaviour, sexual harassment or sexual violence, harmful sexual behaviour, possession of weapons or illegal substances, serious damage, or leaving the school site without permission.

**Graduated response to behaviour**

Staff should follow the stepped approach consistently where appropriate. Steps may be bypassed where behaviour is sufficiently serious, where there is an immediate safety or safeguarding concern, or where an individual support plan specifies a different response. Children should be given reasonable take-up time between steps where this is safe and appropriate.

| Step | Staff response |
|---|---|
| 1. Redirection / Reminder | Gentle encouragement or a private reminder of Ready, Respectful and Resilient. Notice and praise adjustment. |
| 2. Warning | Give a clear, calm warning privately where possible. Explain the expected behaviour and likely consequence. Use restorative language and remind the child of previous success. Suggested phrase: “Stop. Think. Make the right choice. Think carefully about your next step.” |
| 3. Intervention / Last Chance | Speak privately and give a final opportunity to re-engage. Use the agreed brief script: “I have noticed...”; “At Larkspur, we...”; “You |

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| | have chosen to..."; "Because of that you need to..."; allow take-up time; remind the child of previous positive conduct; finish positively. A brief reflection at break or lunchtime may follow. Step 3 incidents are recorded on CPOMS and parents/carers informed the same day. |
| 4. Cool Off / Regulation | If a child needs time away from the immediate situation, provide a safe, supervised and proportionate opportunity to regulate. This may be in an agreed calm space or with an appropriate adult. Staff should avoid repeatedly revisiting the incident while the child is dysregulated. Learning may be provided where appropriate. When the child is calm and indicates readiness to learn, staff use professional judgement to support a successful return. |
| 5. Repair / Restorative Conversation | Once the child is calm, the class teacher or appropriate adult holds a brief restorative conversation. This may include: What happened? Who was affected? How were they affected? What needs to happen to put things right? What can be done differently next time? A more formal restorative meeting may be arranged when needed. Completion of missed learning may be required where reasonable, proportionate and age-appropriate. |

**Further consequences and support**

Where concerns persist or an incident is serious, responses may include parental contact, a meeting with senior leaders, targeted monitoring, a Positive Behaviour Support Plan, additional pastoral/SEND support, internal removal, suspension or, in the most serious circumstances, permanent exclusion. The response will depend on the individual circumstances and will be reasonable and proportionate.

**Internal removal**

Removal from a classroom may be used as a serious behaviour response where appropriate. Any internal removal will be supervised, time-limited and used for the minimum period necessary. The child will continue to receive meaningful education, and staff will plan for a successful return to the usual classroom. Internal removal is not a suspension or permanent exclusion.

**Recording, CPOMS and communication**

Incidents at Step 3 and above, repeated behaviour concerns and significant incidents must be recorded on CPOMS. Serious incidents and safeguarding concerns must be recorded and escalated without delay. Routine classroom redirections and reminders do not ordinarily require individual recording unless they form part of an emerging pattern of concern. Parents/carers will normally be informed the same day about Step 3 or more serious incidents. Leaders will review behaviour information regularly to identify patterns, evaluate the effectiveness of support and consider whether reasonable adjustments or further intervention are required.

**Restorative practice**

Restorative conversations focus on accountability, repairing harm and restoring relationships. They should only take place when the child is sufficiently calm and regulated to participate meaningfully. Conversations should be proportionate to age and need and should not become prolonged interrogations. Where appropriate, staff will record agreed actions or outcomes.

**Behaviour outside school**

The school's expectations may apply to behaviour outside the school premises where it is reasonable for the school to regulate that conduct, including behaviour while a child is taking part in a school-organised or school-related activity, travelling to or from school, wearing school uniform, or otherwise identifiable as a pupil of the school. The school may also respond where behaviour outside school could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school's reputation. Safeguarding concerns arising outside school will be addressed through safeguarding procedures.

**Searching, screening and confiscation**

Searching, screening and confiscation will be undertaken in accordance with the Department for Education's current Searching, Screening and Confiscation guidance. Searches will only be undertaken by staff authorised to do so and in circumstances permitted by law and national guidance. Staff will take account of the child's age and needs, safeguarding considerations and any SEND or reasonable adjustments required. Searches, confiscation, retention, disposal or transfer of items, parental communication and record keeping will be managed in accordance with the applicable guidance and the school's safeguarding procedures.

**Restrictive intervention and reasonable force**

Larkspur Community Primary School seeks to minimise the need for restrictive intervention through positive relationships, early intervention, reasonable adjustments and effective de-escalation. There may be circumstances in which the use of reasonable force or another

restrictive intervention is lawful and necessary to maintain safety. Any such intervention will be undertaken, recorded and reported in accordance with the school's separate Restrictive Intervention and Reasonable Force Policy and current Department for Education guidance. This Behaviour Policy should therefore be read alongside that policy.

**Suspension and permanent exclusion**

Only the Headteacher, or the acting Headteacher, can suspend or permanently exclude a pupil. Decisions will be lawful, reasonable, fair and proportionate and will be made in accordance with the current Department for Education statutory guidance on suspension and permanent exclusion. Permanent exclusion will only be used where the statutory threshold is met. Leaders will take account of relevant circumstances, including safeguarding, SEND, disability and reasonable adjustments, when considering an exclusion decision. Parents/carers, the governing board and the local authority will be notified in accordance with statutory requirements. Following a suspension, the school will support successful reintegration and consider whether additional pastoral support or reasonable adjustments are required.

The school will not use informal or unofficial exclusions. Where additional arrangements are considered, including pastoral support, reasonable adjustments, targeted external support, off-site direction or other pupil movement, these will be used only where appropriate and in accordance with current statutory requirements and guidance. A part-time timetable will not be used as a behaviour sanction or as an alternative to suspension or permanent exclusion.

**Lunchtime and out-of-class behaviour**

The same school rules and principles apply at lunchtime, playtime, clubs, visits and other school-related activities. Midday supervisors and other adults use the agreed graduated approach and report significant incidents promptly. Pupils who find less structured times difficult may receive planned support or reasonable adjustments.

**Staff training and induction**

Staff receive regular training and updates on the behaviour policy, restorative practice, de-escalation, safeguarding and relevant SEND considerations. New staff and ECTs receive behaviour induction and are made aware of individual support plans and recording procedures relevant to their role. Training needs are reviewed in response to emerging patterns and changes in guidance.

**Parental partnership**

The school seeks constructive partnerships with parents/carers and communicates both successes and concerns. Where additional support is required, parents/carers will be involved in planning and review as appropriate. Communication following serious incidents,

suspensions or safeguarding concerns will follow the relevant school policy and statutory requirements.

**Monitoring, equality and review**

Senior leaders monitor behaviour information regularly to identify patterns, assess consistency and evaluate impact. Analysis includes consideration of relevant pupil groups so that leaders can identify possible disproportionality and review policy implementation, reasonable adjustments or support where needed. Governors receive regular information about behaviour, suspensions, permanent exclusions and significant trends. This policy is reviewed at least annually and sooner where legislation, statutory guidance or school circumstances require.

**Data protection and confidentiality**

Behaviour records are managed in accordance with the school's data-protection and records-retention arrangements. Access is limited to those with a legitimate professional need. Information may be shared with other agencies where lawful, necessary and appropriate, including for safeguarding purposes.

## Appendix 1: Restorative Practice

Restorative practice aims to build and restore relationships, address harm and help children take responsibility for their choices. It complements, rather than replaces, appropriate safeguarding action or proportionate consequences.

Questions that may support a restorative conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected?
- How have they been affected?
- What needs to happen to put things right?
- What could be done differently next time?

Practice reminders

- Hold restorative conversations only when the child is calm enough to participate.
- Keep the approach conversational and proportionate to the child's age and needs.
- Separate the child from the behaviour and maintain dignity.
- Focus on accountability, repair and the learning needed for future success.

## Appendix 2: Supporting Self-Esteem and Self-Regulation in EYFS

All children need to feel secure, valued and known. Children in the Early Years are developing self-regulation and social skills and rely on responsive adults for co-regulation, modelling and support. Expectations therefore take account of developmental stage and individual need.

The Early Years environment should promote:

- warmth, care and belonging;
- security and predictable routines;
- respect for each child;
- clear, developmentally appropriate limits and boundaries;
- consistent and reasonable expectations;
- supported decision-making and problem-solving;
- co-regulation and age-appropriate conflict resolution;
- partnership with parents/carers that recognises children's strengths and needs.