



Tetney Primary School

Relational Behaviour Policy

Date adopted	Feb 2025
Updates	July 2026
Date of Review	July 2027

Contents

Statement of intent	2
We are a Relational School:.....	3
What the school will do:.....	4
We will ensure that all pupils can learn, grow and feel safe.	5
What are our expectations.....	5
Legal framework.....	6
Roles and responsibilities	7
Monitoring of behaviour	9
Definitions	9
Staff induction, development and support.....	10
Managing behaviour	10
Prevention strategies, intervention, and sanctions for unregulated behaviour	12
Initial interventions	12
Positive teacher-pupil relationships.....	12
Reasonable adjustments for pupils with SEND	12
De-escalation strategies.....	13
Restrictive Physical Interventions	13
Removal from the classroom	13
Sexual abuse and discrimination	14
Smoking and controlled substances	14
Prohibited items, searching pupils and confiscation	14
Data collection and behaviour evaluation.....	15
Monitoring and review.....	16

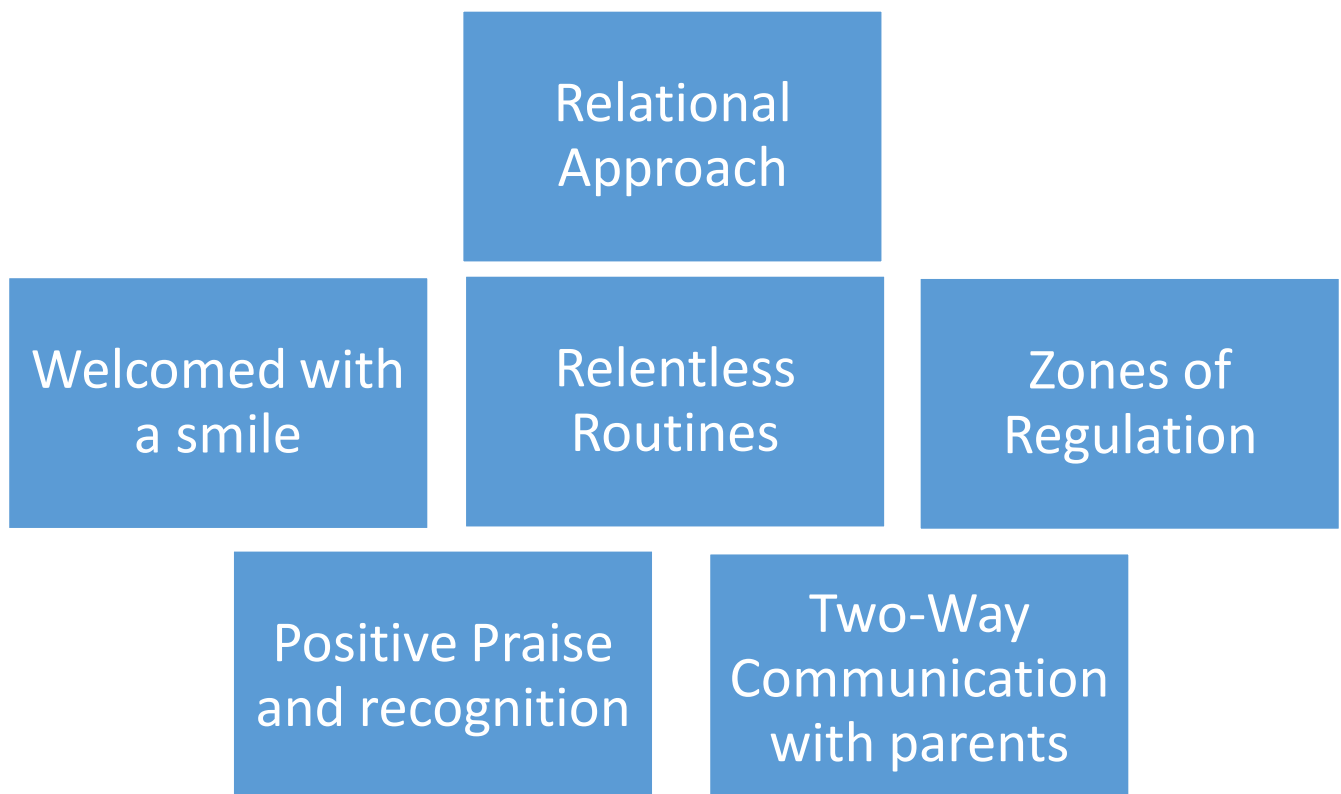
Statement of intent

Our core values are: **Unity, Courage, Respect, Kindness, Inclusion and Integrity**. Through weaving these values into our school lives, we aim to develop pupils:

- who work as a team;
- have the courage to overcome challenges;
- are respectful and kind to others;
- ensure everyone is included and able to work to their best ability;
- and be honest and keep their integrity at all times.

This policy outlines how we support pupils to achieve these values and how we intervene to support, and react to, poor behaviour. The consistency in this approach ensures our pupils are happy, secure and able to develop regulation skills for their own behaviour. It also allows us to build relationships within our school community which is vital for the intrinsic nature of good behaviour.

At Tetney Primary School, we have one rule - that our values are upheld by our entire school community. These values are regularly celebrated and taught as part of our everyday lives. It is the responsibility of all members of our school community to uphold these values and promote good behaviour.



We are a Relational School:

Our behaviour policy is grounded in the relational and restorative practice framework. This approach shifts the focus from traditional punitive disciplines to building, maintaining, and repairing strong community connections.

The policy operates on three core principles:

1. **A Sense of Belonging:** We believe that a student's sense of belonging is the blueprint for positive engagement and emotional well-being.
2. **Consistency and Commitment:** Every interaction is an opportunity to strengthen connections- "relationships aren't built in a day, they're built daily."
3. **Restorative Resolution:** When conflict or challenging behaviour occurs, we use empathetic, restorative conversations. This helps students understand the impact of their actions, take responsibility, and actively repair harm.

By prioritizing empathy, inclusion, and mutual respect, this relationship-based approach fosters a supportive school culture where every individual feels valued and safe to learn.

The school is committed to:

- Greeting pupils each morning and encouraging positive relationships with parents;
- Daily feelings check in appropriate to the age and stage of the pupils;
- Legendary line ups – push chair under, face forward, in order, hands by sides, proud posture, walking on left hand side, smartly, sensibly and silently, holding the door open for others;
- Promoting the 5 Ways to Wellbeing using various methods e.g fitness breaks;
- Following our Story Project PSHE scheme, which has a wellbeing theme to promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect;
- Providing additional support for those pupils who require it and early intervention will be sought through appropriate channels, where appropriate;
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Providing a consistent approach to behaviour management that is applied equally to all pupils

What the school will do:

With relationships at the heart of everything we do, we will strive to promote children's sense of belonging. We hope that this will enable children to be able to take greater responsibility for their own behaviour choices.

By knowing our children and by embedding a shared understanding of our school values, we will strive to support children to make good choices and prevent escalation to more serious behaviour incidents.

We will support all children's wellbeing, offering pastoral as well as academic support.

We will provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

As a school, we will embed and interweave simple routines into the heart of daily school life. Children will be involved in setting our high standards for behaviour and understand what is expected of them as they go about school life.

We will welcome each other every day with a smile, knowing that every day is the opportunity for a fresh start. You will always see a friendly and familiar face whenever you enter our school.

We are a school that understands our emotions. Children will be helped to understand and to indicate how they are feeling. At Tetney we use the Zones of Regulation to help children and adults identify their emotions and learn how to regulate them. We recognise that some children will be able to do this independently and some will need more support.

We will ensure that all children feel recognised for their good behaviour choices. At Tetney, we will reward good behaviour with Raffle Tickets and celebrate our achievements together in our end of week assemblies.

Establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and involves pupils in the implementation of the school's policy and associated procedures.

As a school we absolutely encourage 2-way communication between home and school. We operate on open-door policy where we welcome parents' and carers' contributions and will always be available to discuss how their child is feeling and to address any issues that we might need to be aware of.

We will ensure that all pupils can learn, grow and feel safe.

At Tetney we fundamentally believe that all behaviour is a form of communication. Therefore, we strive to support children to recognise their feelings and regulate their emotions.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH) needs, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

What are our expectations.

Our Three Core Rules: Ready, Respectful, Responsible– The Three Rs

We keep our school rules simple so that they can be easily understood, consistently applied, and deeply felt by everyone in our community. These three words guide how we learn, interact, and grow together every single day.

1. Ready

Being "Ready" is about showing a positive attitude toward learning and being prepared for the day ahead. It means being focused, arriving on time, and bringing a willingness to participate.

- **What it looks like:** Listening actively when others speak, having the right mindset for learning, and being mentally and physically prepared to give your best effort.

2. Respectful

Respect is the absolute foundation of our school community. It means treating every individual—regardless of age or background—with kindness, dignity, and care.

- **What it looks like:** Using polite language, valuing different perspectives, listening without interrupting, and looking after our school environment and equipment.

3. Responsible

Taking the original concept of being "Safe" a step further, being "Responsible" means taking personal ownership of our actions, choices, and learning. It is about understanding that our behaviour has an impact on the people and the world around us.

- **What it looks like:** Making positive choices even when no one is watching, admitting when we make a mistake, supporting our peers, and actively contributing to a calm, purposeful, and welcoming school environment.

Legal framework

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

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy operates in conjunction with the following school policies:

- Parental Code of Conduct
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Restrictive Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Attendance Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy.
- Half-termly review of training needs, and in response to any serious or persistent behaviour issues disrupting the running of the school

The SENDCo will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with this policy.
- Collaborating with the governing board, Headteacher and the Emotional Literacy Support Assistant, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons and using adaptive teaching methods to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Acting swiftly to minimise any disruption in order that teaching is not impacted.

All members of staff including teaching, support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority (e.g Headteacher, SENDCo, Senior Leadership Team) up-to-date with any changes in behaviour.
- Accessing and maintaining relevant training to their role

Pupils will be responsible for:

- Their own behaviour whilst inside school and when representing Tetney school, including on school trips.
- Reporting any unregulated behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school's Behaviour and Relationships policy, and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Where required, attending meetings, working with outside agencies and completing paperwork in a timely manner.

Monitoring of behaviour

The school will record all behaviours that result in a child having to have a restorative/reflective conversation with a member of staff. In addition to this, we will use our monitoring system, CPOMS, to keep detailed record of all incidents where a child's behaviour has deemed it necessary to involve the headteacher, School Leadership Team or parents.

Definitions

For the purposes of this policy, the school will define "serious, unregulated behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, any illegal behaviour and/or behaviour that seriously or persistently disrupts the learning of others. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Child-on-Child abuse** - behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or

stage of development, or where there is a difference in age/development, and can be harmful to the children who display it as well as those who experience it.

- **Violence and aggression towards staff**- Intentional behaviour that jeopardises the safety of those adults who work in the school. At Tetney we believe that all members of staff deserve the right to carry out their work without the threat of violence.

For the purposes of this policy, the school will define “low-level unregulated behaviour” as any behaviour which may disrupt the education of the child and/or other pupils, including, but not limited to, the following:

- Lateness
- Disruption and talking in class
- Refusal to attempt classwork
- Rudeness
- Use of mobile phones without permission
- Wilful damage or intentional lack of respect towards the building, equipment or resources.
- Refusal to uphold school values.

“Low-level unregulated behaviour” may be escalated to “serious unregulated behaviour”, depending on the severity and/or frequency of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

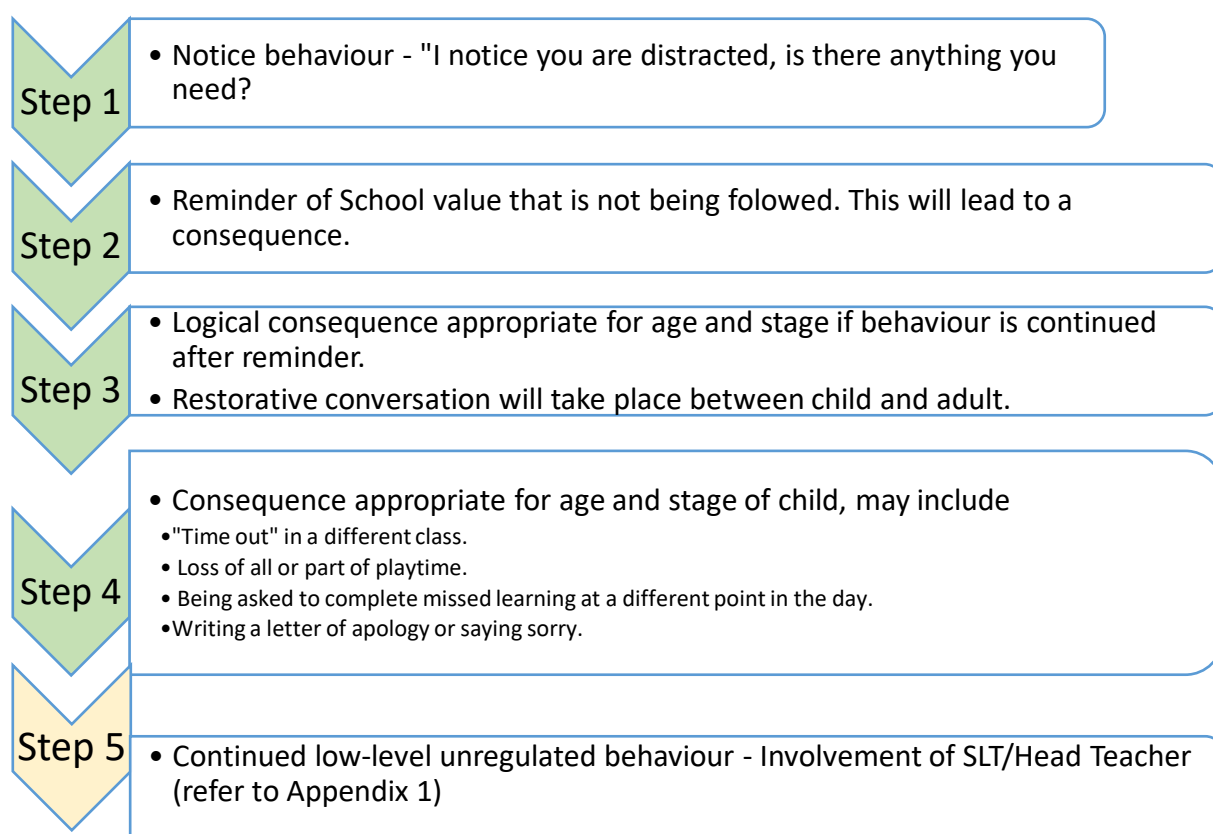
Managing behaviour

Instances of unregulated behaviour will be taken seriously and dealt with promptly. The class teacher will keep a log on the school’s behaviour platform of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of low level, negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Low-level unacceptable behaviour – in one session



For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff or volunteer authorised to do so by the Headteacher.
- The decision to discipline will be made whilst a pupil is still on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit. Where further inquiries or investigation are required, the decision will be made as soon as is practicable.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unregulated behaviour

This section outlines the school's strategies for preventing unregulated behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

All pupils are expected to uphold our values of Kindness, Integrity, Respect, Inclusion, Unity and Courage and these are celebrated regularly including through assemblies which parents are invited to attend. We encourage parents to also uphold these values at home, talk to us if they are concerned and support children to achieve through good attendance and collaboration with school to improve behaviour.

Where serious concerns about a pupil's behaviour exist, a multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education, will be considered.

Positive teacher-pupil relationships

Positive teacher-pupil relationships underpin good behaviour and are key to setting high expectations. Positive relationships are based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Reasonable adjustments for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

De-escalation strategies

In order to promote positive behaviour in the classroom, staff members will implement de-escalation strategies where necessary. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Restrictive Physical Interventions

In line with the school's Restrictive Physical Intervention Policy, all members of staff will be trained in Team Teach strategies and have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom in accordance with [DfE Use of reasonable force in schools](#) guidance.

Removal from the classroom

To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption, a pupil may be removed from the classroom to allow the pupil to regain calm in a safe space or to enable disruptive pupils to be taken to a place where education can continue in a managed environment.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

Children will have a known safe space within the class, or an area, such as a "calm tent" outside of the classroom. Children will be all understand that these spaces offer them an opportunity to become more regulated. Children will be expected to go to these spaces through their own choice and, in the case where a Behaviour Support Plan is in place, will have been agreed and discussed in advance.

Where a child does not make the choice to go to the safe space, they will be offered the choice of taking themselves to the Regulation Room, where they will be accompanied by two adults to help them co-regulate.

If a child does not take themselves to a safe space or the Regulation Room, staff will assess whether the child will need to be guided to the Regulation Room. In order to do this, staff will follow our Restrictive Physical Intervention Policy. This can be found on our website or by clicking the following link.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Staff will support the child to make a positive return to the classroom when it is deemed appropriate and safe for them to do so. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

The Headteacher and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use

reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Restrictive Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- 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 to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Mobile phones

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed weekly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Appendix 1: Behaviour Matrix – To be used by all staff

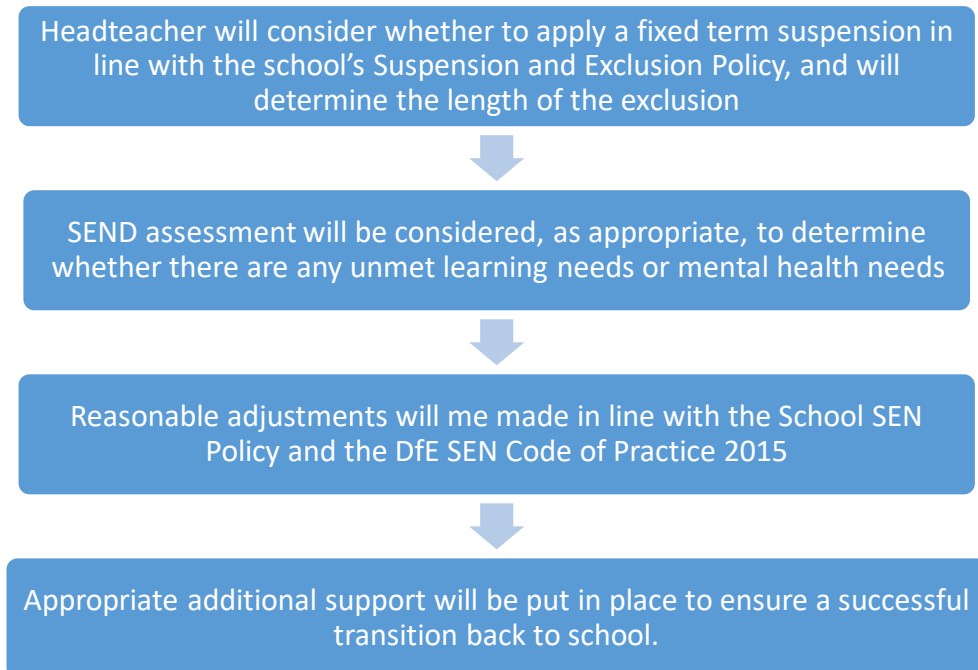
	Behaviour	Possible Logical Consequence/ Safety Consequence	Involve School Leadership	Involve Parents
Low Level Unregulated Behaviours	Refusing to do as asked	To complete learning following that lesson during break time	No	No
	Disruption to Learning	Reflective conversation during playtime regarding expectations during learning and being in charge of themselves	No	No
	Inappropriate language/ swearing	Reflective conversation during playtime regarding expectations during learning and being in charge of themselves	No	No
	Absconding from class:	Reflective conversation during playtime regarding expectations during learning and being in charge of themselves.	Yes	No
	Repeated or continued low-level unregulated behaviours	Child will have reflective conversation with SLT or Head Teacher. School will make contact with parents/carer to discuss behaviours and arrange possible meeting in school. Child to have time out of class either with SLT or in another classroom.	Yes Yes	Yes Yes

Higher Level Unregulated Behaviours	Absconding from school:	Children will remain inside at playtime for safety. Children will be reintegrated back into the playground, when necessary, with an appropriate risk assessment.	Yes	Yes
	Damage to school property	If children have made a mess of a learning space, it should be their responsibility to make sure it is fit to use again. Repair what is damaged. If damage has been caused, parents and SLT should be informed and a logical consequence will be discussed.	Yes	Yes
	Theft	The item should be returned and apology given. Reflective conversation during playtime regarding school expectations.	Yes	Yes
	Harmful Sexual Behaviour	Case by case basis Immediate SLT and Safeguarding involvement.	Yes, Immediately - Safeguarding	Yes
	Homophobic/ Racist incident (incident involving protected characteristics)	Removal from situation to allow time to regulate and gather information. Reflective conversation during playtime regarding expectations for language and being kind.	Yes	

		If repeated (or if incident is of extreme/severe nature) – child will need to complete work around this specific area.		
	Threats of violence	Removal from situation to allow time to regulate and gather information. Reflective conversation during playtime regarding expectations and being in charge of themselves. Assessment of level of threat of violence to be made to decide whether meets threshold for exclusion from school. If needed, behaviour risk assessment to be carried out and shared with parents/staff.	Yes	Yes
	Violence incident	Removal from situation to allow time to regulate and gather information. Reflective conversation with school leader regarding expectations. Assessment of level of violence to be made to decide whether meets threshold for exclusion from school. If needed, behaviour risk assessment to be carried out and shared with parents/staff.	Yes	Yes

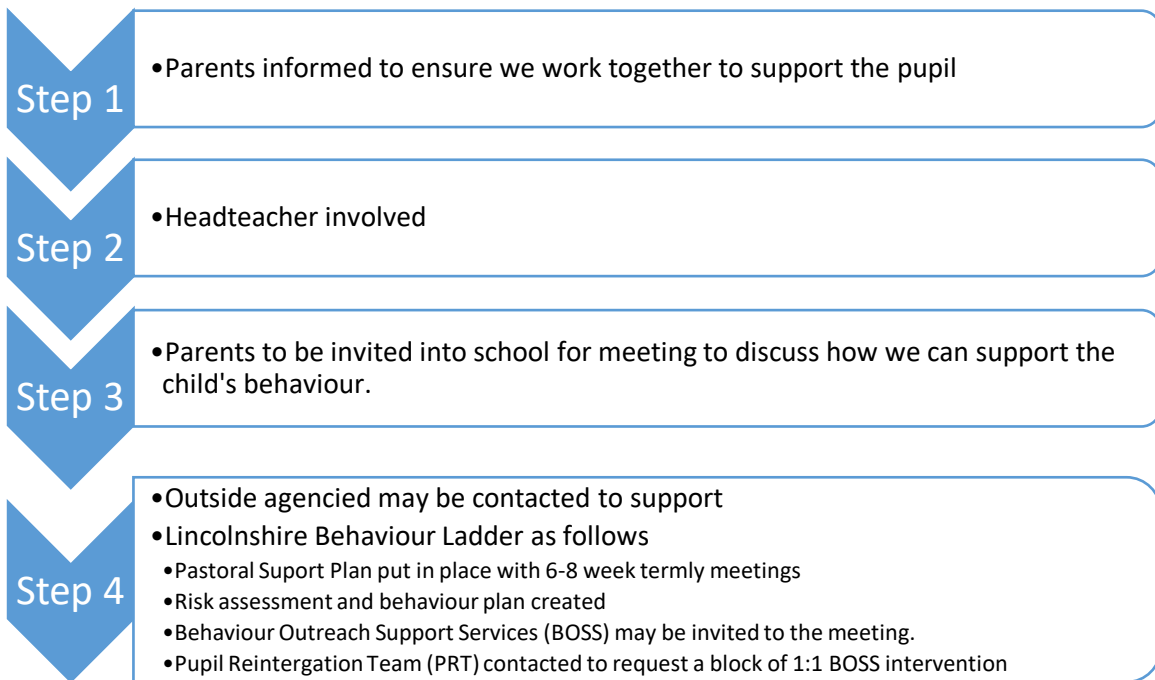
Appendix 2: Actions to be taken for significant one-off incident

Following repeated breaches of the Behaviour policy or a significant one-off incident, where the behaviour is constituted to be “serious, unregulated behaviour”, the following sanctions will be implemented:



Appendix 3: Persistent Unregulated Behaviour

Where we see patterns of persistent unregulated behaviour.





Parent/pupil Behaviour and Relationships Policy Agreement:

School Name: Tetney Primary School

Academic Year: 2026-2027

Please review the school behaviour policy with your child. Sign and return this slip to your child's classroom teacher by [Insert Date].

Parent/Guardian/Pupil Acknowledgment

- I have read the behaviour policy.
- I have discussed it with my child.
- We understand the school rules.
- We understand the consequence steps.
- We agree to follow them.

Student Name (Printed): _____

Student Name (Signed): _____

Class: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: ____ / ____ / ____