LARKFIELD PRIMARY SCHOOL

RELATIONSHIPS, BEHAVIOUR AND REGULATION POLICY

Policy Date: November 2026

Reviewed: November 2027

Headteacher's Introduction

At Larkfield Primary School, we believe every child deserves to feel safe, valued and successful. Behaviour is taught, modelled and developed through thousands of positive interactions every day. This policy reflects our commitment to creating a school where kindness, respect and ambition flourish. Everything within this policy exists so every child can say: I belong here. I am valued. I can succeed.

David Palmen
Headteacher

The Larkfield Way

We Welcome.
We Notice.
We Teach.
We Regulate.
We Restore.
We Believe.

Policy Statement

Larkfield Primary School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community. Through the guidance of school behavioural expert Paul Dix, as well as information gathered from the EEF and DfE, we have created a policy that we believe fits our school, Larkfield Primary.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role is to educate all as to how to recognise and regulate our emotions effectively.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

“The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’’ Paul Dix, Pivotal Education

Statutory Framework

Education Act 2002; Education and Inspections Act 2006; Children Acts 1989 & 2004; Equality Act 2010; Human Rights Act 1998; SEND Code of Practice; Keeping Children Safe in Education; Working Together to Safeguard Children; Behaviour in Schools; Suspension and Permanent Exclusion; Searching, Screening and Confiscation; Use of Reasonable Force.

Our Vision and Values

Relationships sit at the heart of everything we do.

Policy Aims

Create a safe, calm and inclusive environment; teach behaviour; promote emotional regulation; fulfil statutory duties; partner with families; maintain high expectations.

Guiding Principles

Relationships first. Behaviour is taught. Consistency creates security. High expectations with high support. Safeguarding underpins every decision.

Policy Research

The policy we have created is backed by some of the most recent research into improving behaviour and attitudes in schools. The following links provide further details:

Advice from the Department of Education (DfE):

- https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions , 2026
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- 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 - 2022
- Use of reasonable force in schools - 2026
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Creating a culture: a review of behaviour management in schools – GOV.UK (www.gov.uk)
- Education Endowment Foundation (2019). Toolkit: Improving Behaviour in Schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour
- Dix, P. (2017) When the Adults Change, Everything Changes: Seismic shifts in school behaviour.

Roles and Responsibilities

The Governing Body

- Ensure the policy complies with statutory requirements and is reviewed annually.
- Monitor behaviour, suspensions, exclusions, bullying, discriminatory incidents and use of reasonable force.
- Challenge leaders using behaviour data and ensure equality and safeguarding duties are fulfilled.
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Governing Body's Statement of Behaviour Principles: In accordance with Sections 88 and 89 of the Education and Inspections Act 2006, the Governing Body maintains a written statement of general behaviour principles that guides the Headteacher in determining measures to promote good behaviour, respect, and discipline across the school. These principles mandate high expectations, equity under the Equality Act 2010, strong safeguarding integration, and clear restorative frameworks.

The Headteacher

- Lead implementation of the policy and model exemplary practice.
- Promote a calm, inclusive culture built on relationships and high expectations.
- Ensure staff receive behaviour, safeguarding and de-escalation training.
- Report behaviour trends to Governors.

Senior Leaders

- Coach staff, monitor consistency, lead restorative meetings, oversee behaviour plans and support reintegration following suspension.

Teachers

- Build positive relationships, explicitly teach expectations, apply routines consistently, recognise positive behaviour, record significant incidents on CPOMS and work with families.

Support Staff

- Model calm behaviour, reinforce routines, support emotional regulation and contribute to behaviour plans.

SENDCo

- Coordinate reasonable adjustments, behaviour support plans and external agency involvement.

Designated Safeguarding Lead

- Ensure behaviour concerns are considered within safeguarding processes and reported appropriately.

Pupils

- Be Ready, Respectful and Safe, take responsibility for behaviour, engage in restorative conversations and contribute positively to school life.

Parents and Carers

- Work in partnership with school, support expectations, communicate respectfully and reinforce positive behaviour at home.

1. Creating a Positive School Culture

Outstanding behaviour is created through a culture of trust, belonging and consistency. Adults are responsible for establishing this culture through positive daily interactions, predictable routines and high expectations.

Daily Meet and Greet

Every child should be welcomed positively at the start of the day and each session. Staff use this opportunity to build relationships and identify pupils requiring additional support.

Positive Recognition

Adults deliberately notice effort, kindness, resilience, responsibility and improvement. Praise should be specific, genuine and linked to Ready, Respectful and Safe.

Predictable Routines

Consistent classroom routines, transitions, lining up, assemblies and playtimes reduce anxiety and maximise learning.

Language Matters

Adults use calm, respectful language, separate the child from the behaviour and avoid sarcasm, humiliation or confrontation.

Partnership with Families

Communication with parents will be respectful, honest, timely and focused on achieving the best outcomes for every child.

2. Behaviour Expectations – Ready, Respectful and Safe

At Larkfield Primary School our three expectations underpin every aspect of school life. These expectations are explicitly taught, modelled, practised and celebrated. They apply in classrooms, corridors, playgrounds, educational visits, clubs, online spaces and whenever pupils represent the school.

Ready

- Arrive on time and prepared to learn.
- Follow instructions first time where safe to do so.
- Show resilience and try your best.
- Adults prepare engaging lessons and consistent routines.
- Parents support attendance, punctuality and readiness for learning.

Respectful

- Speak politely and listen to others.
- Care for resources and the environment.
- Celebrate difference and show kindness.
- Adults model respectful communication and professionalism.
- Parents communicate respectfully and work in partnership with school.

Safe

- Walk calmly around school.
- Keep hands, feet and objects safe.

- Play fairly and report worries.
- Use technology responsibly.
- Adults follow safeguarding procedures and manage risk appropriately.

Teaching Behaviour Expectations

Behaviour is explicitly taught through modelling, rehearsal, coaching, assemblies, PSHE, restorative conversations and daily classroom practice. Expectations are revisited after holidays, transitions and where behaviour trends indicate further teaching is required.

Reasonable Adjustments

In accordance with the Equality Act 2010, reasonable adjustments will be made for pupils with SEND or disabilities. Adjustments may include visual supports, movement breaks, sensory resources, adapted language, additional processing time and individual regulation strategies. Adjustments do not lower expectations; they provide equitable opportunities for pupils to meet them.

Mobile Phone and Smart Device Policy

In accordance with DfE statutory guidance on Mobile Phones in Schools, Larkfield Primary School is a **mobile-phone-free environment** for all pupils throughout the school day, including break times, lunch times, and extracurricular clubs.

- **Possession Rules:** Primary pupils are strongly discouraged from bringing mobile phones or smartwatches with cellular/messaging capabilities to school. Where a pupil in Upper Key Stage 2 requires a phone for travel to and from school alone, written permission must be provided by a parent/carer.
- **Hand-in Protocol:** Upon arrival, phones must be switched off completely and handed directly to the class teacher during morning registration. Phones are stored in a locked storage box in the school office and returned at home time.
- **Smartwatches & Wearables:** Smartwatches that can transmit messages, access the internet, or take photographs/recordings are prohibited. Standard non-smart watches are permitted.
- **Confiscation & Sanctions:** If a pupil is found in possession of a mobile phone or smart device during the school day, the device will be confiscated immediately by staff and placed securely in the main office. A parent/carer will be contacted and required to collect the device in person. Repeated breaches will result in the pupil losing the privilege of bringing a phone to school grounds.

3. Celebrating Success

Larkfield Primary School deliberately notices and celebrates positive behaviour. Recognition is genuine, specific and linked to our Ready, Respectful and Safe expectations.

Recognition Systems

- Specific verbal praise.
- Class Dojo recognition.
- Star of the Week.
- Positive telephone calls and messages home.
- Headteacher or Deputy Headteacher recognition.
- Celebration assemblies.
- Lunchtime positivity awards.
- Corridor Kindness.
- Recognition of achievements beyond school.

Developing Intrinsic Motivation

Our long-term aim is that pupils make positive choices because they understand the value of kindness, responsibility and respect, rather than simply seeking rewards. Adults therefore praise effort, character, perseverance, honesty and contribution to others.

4. Responding to Behaviour

When behaviour falls below expectations, adults respond calmly, consistently and proportionately. The purpose of every response is to teach better behaviour, protect relationships and maintain a safe learning environment.

Guiding Principles

- Remain calm and regulate yourself first.
- Consider whether the child is regulated enough to engage.
- Separate the child from the behaviour.
- Use the least intrusive effective intervention.
- Maintain dignity and avoid confrontation.
- Apply reasonable adjustments where appropriate.
- Restore relationships once the incident has been resolved.

The Four-Step Behaviour Process

Step 1 – Reminder

Provide a calm, private reminder linked to Ready, Respectful or Safe. Give the pupil the opportunity to correct their behaviour immediately.

Step 2 – Stop and Think

Provide thinking time and support regulation through movement, sensory strategies, emotional coaching or a brief change of environment where appropriate.

Step 3 – Logical Consequence and Repair

Where behaviour continues or harm has occurred, implement a proportionate logical consequence linked directly to the behaviour. The aim is to repair harm, restore learning and develop responsibility.

Step 4 – Formal Discussion

Involve senior leaders and parents where behaviour persists or is more serious. Agree support, expectations and next steps, including behaviour plans if required.

Examples of Logical Consequences

- Complete unfinished learning during an agreed time.
- Repair or tidy damaged resources or learning spaces.
- Participate in a restorative conversation.
- Write or deliver a genuine apology where appropriate.
- Temporarily lose free time to complete learning or repair harm.

Formal Classroom Removal Protocol (Statutory DfE Framework)

Removal is the formal sanction of taking a pupil out of their classroom to a designated, supervised area due to severe or persistent disruptive behaviour. It is distinct from short regulation breaks and is used only as a proportionate, last-resort measure to maintain safety and learning.

- **Thresholds for Removal:** Removal from class is reserved for instances where a pupil's behaviour severely disrupts the learning of others, poses an immediate safety risk, or where prior step-level interventions have failed to de-escalate persistent disruption.
- **Location and Supervision:** Pupils removed from class are taken to a designated, safe, and quiet setting (e.g., a supervised partner classroom or the Senior Leadership Refocus Area). Pupils are **never left unsupervised**; they are maintained under the direct supervision of a member of staff or SLT at all times.
- **Academic Work Provision:** Pupils must be provided with meaningful, curriculum-appropriate academic work to complete during the removal period, ensuring continuity of education.
- **Time Limits:** Removal must be as brief as possible and proportionate to the incident. Removals are measured in periods/sessions and must not extend beyond the minimum time required for the child to regulate and reflect.
- **Recording and Parental Notification:** Every formal removal must be logged in CPOMS on the day of the removal, detailing the cause, duration, location, and supervising adult. Parents/carers must be formally informed by school staff on the same day. Repeated removals trigger a review by the SENDCo/SLT and the creation of a Behaviour Support

5. Restorative Practice

Restorative practice helps pupils understand the impact of their actions, repair relationships and make better choices in the future. It complements accountability rather than replacing it.

Restorative Questions

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What needs to happen to put things right?
- What will you do differently next time?

Fresh Starts

Once a restorative process has been completed, the matter is considered resolved. Staff actively rebuild positive relationships and recognise positive behaviour at the earliest opportunity. No pupil should feel permanently labelled by previous mistakes.

6. Supporting Children with Additional Needs

Larkfield Primary School is committed to providing an inclusive learning environment where every pupil can succeed. High expectations apply to every child; however, the support provided to help pupils meet those expectations will vary according to individual need.

Understanding Individual Need

Behaviour may be influenced by SEND, autism, ADHD, speech and language needs, sensory processing differences, Social, Emotional and Mental Health (SEMH) needs, attachment, trauma, bereavement, anxiety,

medical conditions or family circumstances. Adults should remain professionally curious and seek to understand the underlying factors influencing behaviour.

Reasonable Adjustments

- Visual timetables and prompts.
- Movement or sensory breaks.
- Adapted language and additional processing time.
- Safe regulation spaces.
- Individual behaviour support plans.
- Alternative methods of communication.
- Personalised regulation strategies.

Reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. They are intended to remove barriers to success rather than reduce expectations.

Graduated Response

Universal Support: Quality First Teaching, consistent routines, emotional coaching and positive relationships.

Targeted Support: Small-group interventions, pastoral support, individual targets and family engagement.

Specialist Support: Educational Psychology, Speech and Language Therapy, CAMHS, Occupational Therapy, Early Help and other external agencies.

Individual Behaviour Support Plans

Where required, Behaviour Support Plans will identify strengths, triggers, successful strategies, reasonable adjustments, regulation techniques, logical consequences, review dates and the roles of staff, parents and external professionals.

7. Safeguarding and Behaviour

Safeguarding underpins every aspect of behaviour management. Behaviour cannot be viewed in isolation and changes in behaviour may indicate that a child requires help, protection or additional support.

Reporting Concerns

- Ensure immediate safety.
- Inform the Designated Safeguarding Lead without delay.
- Record concerns factually on CPOMS.
- Follow the school's Child Protection and Safeguarding Policy.
- Maintain confidentiality.

Child-on-Child Abuse

Allegations of child-on-child abuse, including physical abuse, bullying, cyberbullying, sexual harassment, sexual violence, coercive behaviour or online abuse, will always be taken seriously and managed in accordance with Keeping Children Safe in Education.

Bullying

Bullying is behaviour that is deliberate, repeated and intended to cause harm where an imbalance of power exists. Incidents will be investigated thoroughly, recorded appropriately and managed alongside the school's Anti-Bullying Policy.

Discriminatory Behaviour

Behaviour motivated by prejudice relating to race, religion, disability, sex, gender reassignment or sexual orientation is unacceptable. Racist, sexist, homophobic and other discriminatory incidents will be investigated, recorded and addressed through restorative education and appropriate sanctions where necessary.

Mental Health

Where behaviour indicates emerging mental health needs, the school will work alongside parents, the Mental Health Lead, SENDCo and relevant external agencies to provide timely support whilst maintaining high expectations.

Malicious Allegations Against Staff

Larkfield Primary School takes allegations against staff extremely seriously, while maintaining robust protective safeguards for employees against false or malicious claims in accordance with DfE guidance and KCSIE.

- **Investigation & Allegation Management:** Where a pupil makes an allegation against a member of staff, the matter will be investigated thoroughly in accordance with the school's Child Protection and Safeguarding Procedures and LADO guidance.
- **Sanctions for Malicious Claims:** If an investigation demonstrates that a pupil has made a deliberately false, malicious, or otherwise unfounded allegation against a staff member, the Headteacher will take firm disciplinary action. Sanctions may include formal removal from class, fixed-term suspension, or permanent exclusion depending on the severity and impact of the malicious statement.
- **Staff Support & Pastoral Care:** Staff members subject to unsubstantiated or malicious allegations will be provided with immediate professional and pastoral support, including access to occupational health and counselling services.
- **Recordkeeping:** Unfounded, unsubstantiated, or malicious allegations will be removed from personnel files, and appropriate records will be maintained regarding pupil disciplinary actions.

8. Behaviour Beyond the School Gate

This policy applies during educational visits, extra-curricular activities, travel to and from school, whilst wearing school uniform and where behaviour outside school has a direct impact on members of the school community.

Online Behaviour

Cyberbullying, online harassment, inappropriate messaging, image sharing or online conduct that impacts upon pupils or staff may be addressed under this policy and the school's Online Safety Policy.

9. Searching, Screening and Confiscation

Larkfield Primary School applies the DfE statutory guidance *Searching, Screening and Confiscation (2022)* to maintain safety.

Procedural Rules for Searching Pupils

Category	Procedural Requirement & Framework
Authorised Personnel	Searches may only be carried out by the Headteacher or staff members formally authorised by the Headteacher who have received appropriate search training.
Gender & Witness Rules	The staff member conducting the search must be of the **same sex** as the pupil being searched, and there **must be a witness present** who is also of the same sex, except in emergency circumstances where there is reasonable belief of immediate serious harm.
Search Scope & Dignity	Searches can cover outer clothing, pockets, bags, desks, and lockers. Intimate searches or searches requiring removal of clothing other than outer garments (coats, jackets, gloves, hats, scarves) are strictly prohibited for school staff. Pupil dignity and privacy must be preserved at all times (searches take place away from other pupils).
Searches Without Consent	Authorised staff may search a pupil's outer clothing, possessions, or desk/locker **without consent** if there are reasonable grounds to suspect the pupil is in possession of a **prohibited item** (knives/weapons, alcohol, illegal drugs, stolen items, tobacco/vaping products, fireworks, pornographic images, or items likely to cause personal injury or property damage).
Confiscation & Disposal	Confiscated items will be retained, handed to the police (weapons, illegal drugs, stolen property), or safely disposed of (vapes, alcohol, tobacco) in line with DfE guidelines. All searches are recorded on CPOMS and parents notified promptly.

10. Physical Intervention and Reasonable Force

Positive relationships and de-escalation remain the school's preferred approach. Reasonable force will only ever be used as a last resort where it is necessary, lawful and proportionate to prevent injury, serious damage to property, the commission of an offence or serious disruption.

Before Physical Intervention

- Use calm language and body language.
- Reduce demands where appropriate.
- Offer regulation strategies or choices.
- Seek assistance from colleagues.
- Remove the audience where possible.
- Allow processing time.

Recording and Debrief

Every significant physical intervention will be recorded on CPOMS and the school's Physical Intervention Record. Parents will be informed as soon as reasonably practicable. Both the pupil and staff involved will receive an appropriate debrief and support.

11. Suspension and Permanent Exclusion

All decisions relating to suspension and permanent exclusion will be made in accordance with the Department for Education's current statutory guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. The school will have due regard to its duties under relevant equality, SEND and safeguarding legislation when considering suspension or permanent exclusion.

Suspension and Permanent Exclusion

The school will follow the advice set out in the 2026 'Suspensions and Permeant Exclusions' https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf

Structured Reintegration Strategy

Following any period of fixed-term suspension, Larkfield Primary School implements a formal, structured reintegration strategy to support the pupil's successful return and reduce the risk of further behavioural difficulties.

- **Reintegration Meeting:** A mandatory Reintegration Meeting is held on the morning of the pupil's return to school. Key attendees include the Headteacher or Senior Leader, class teacher/SENDCo, parent/carer, and the pupil.
- **Reintegration Plan & Targets:** During the meeting, a structured Reintegration Plan is established, outlining clear expectations, specific behavioural targets, regulation strategies, and adapted support measures (e.g., modified timetables, mentor check-ins, card systems).
- **Monitoring Period:** The pupil undergoes a formal 2- to 4-week monitoring period with daily check-ins from a designated staff mentor to reinforce positive behaviour and assess progress against reintegration targets.
- **Review & Governor Reporting:** Reintegration outcomes are reviewed with parents at the conclusion of the monitoring period. All reintegration plans and suspension metrics are reviewed termly by the Governing Body.

12. Recording, Monitoring and Review

Behaviour information is recorded using CPOMS to ensure accurate safeguarding, monitoring and evaluation. Records must remain factual, objective and timely.

Behaviour Monitoring

- Behaviour incidents.
- Suspensions and exclusions.
- Bullying incidents.
- Discriminatory incidents.
- Use of reasonable force.
- Behaviour trends by year group, location and time.
- Patterns relating to vulnerable groups and pupils with SEND.

13. Staff Training

All staff will receive regular training appropriate to their role, including behaviour management, safeguarding, de-escalation, restorative practice, SEND, trauma-informed approaches, physical intervention (where appropriate) and statutory updates.

14. Linked Policies

- Child Protection and Safeguarding Policy
- SEND Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Complaints Policy
- Health and Safety Policy

15. Policy Review

This policy will be reviewed annually, or sooner following significant legislative changes or developments in best practice. The Governing Body is responsible for approving the policy and monitoring its implementation.

Closing Statement

At Larkfield Primary School we believe that every interaction is an opportunity to teach, every mistake is an opportunity to learn and every child deserves adults who remain calm, consistent and committed to their success. Through positive relationships, high expectations and restorative practice, we aim to ensure that every child is ready to enjoy, learn and succeed.

Appendix A – The Larkfield Way

We Welcome – Every child starts the day knowing they belong.
We Notice – We recognise effort, kindness and improvement.
We Teach – Behaviour is explicitly taught and modelled.
We Regulate – Calm adults create calm children.
We Restore – Relationships are repaired after mistakes.
We Believe – Every child can succeed and deserves another opportunity.

Appendix B – Ready • Respectful • Safe Expectations Matrix

Area	Ready	Respectful	Safe
Classroom	Prepared to learn	Listen and contribute	Use equipment safely
Corridors	Walk purposefully	Use quiet voices	Keep to the left where appropriate
Playground	Join in positively	Include others	Play fairly
Dining Hall	Queue sensibly	Use good manners	Remain seated appropriately
Educational Visits	Follow instructions	Represent the school well	Stay with your group
Online	Ready to learn	Communicate respectfully	Protect personal information

Appendix C – Adult Behaviours

- Welcome every child positively.
- Stay calm.
- Separate the child from the behaviour.
- Protect dignity.
- Notice the positive.
- Be relentlessly consistent.
- Assume positive intent.
- Repair relationships.

- Maintain high expectations.
- Never give up on a child.

Appendix D – Four-Step Behaviour Process

1. 1. Reminder – Calm private reminder linked to Ready, Respectful or Safe.
2. 2. Stop and Think – Provide time and support to regulate.
3. 3. Logical Consequence and Repair – Restore learning and relationships.
4. 4. Formal Discussion – Involve leaders and parents where appropriate.

Appendix E – Restorative Conversation Guide

- What happened?
- What were you thinking and feeling?
- Who has been affected?
- What needs to happen to put things right?
- What will you do differently next time?

Appendix F – CPOMS Recording Guidance

Records should be factual, objective and completed promptly. Include antecedent, behaviour, actions taken, outcome, parental communication and follow-up. Avoid assumptions or emotive language.

Appendix G – Individual Behaviour Support Plan Template

Template headings:
- Pupil details
- Strengths
- Triggers
- Early warning signs
- Successful regulation strategies
- Reasonable adjustments
- Logical consequences
- Staff responsibilities
- Parent contributions
- Review date

Appendix H – Positive Handling Plan Template

Include: known triggers, de-escalation strategies, agreed physical interventions (where necessary), post-incident support and review arrangements.

Appendix I – Governor Monitoring Checklist

- Are behaviour expectations applied consistently?
- Are suspensions reducing over time?
- Are vulnerable groups disproportionately represented?
- Is behaviour data analysed termly?
- Are staff appropriately trained?
- Are safeguarding and behaviour systems aligned?