Behaviour and Relationships Policy

November 2025

Approved by	Date	Review Schedule	Date of next review
Trust Board	26/11/25	Every year	Nov 2026

Saint Paul teaches, 'the body is not made up of one part but of many.'
Chester Diocesan Learning Trust recognises and nurtures the unique gifts, skills, and talents within our whole community.

We will empower adults and children to grow in character and mind, shaping a better future.

Shaping better futures; one body, many parts.

Contents

1. Policy Overview, Vision & Aims 3
2. Legislation, Statutory Requirements and Statutory Guidance 3
3. Behaviour & Relationship Principles 3
4. Definitions 4
5. Bullying 5
6. Roles and Responsibilities 6
7. Behavioural and Relational Approaches 7
8. Reasonable Force 8
9. Safeguarding 9
10. Internal Exclusions, Suspensions and Permanent Exclusions 11
11. Supporting Vulnerable Groups 12
12. Transition and Induction 12
13. Staff Training and Continued Professional Development 13
14. Monitoring and Evaluation 14

APPENDICES

School Policies (as appropriate) 15

This document sets out the behaviour and relationship policy for Chester Diocesan Learning Trust (CDLT). Where applicable, school-specific arrangements are included within the appendices of this policy document, as there may be particular requirements for each school community.

1. Policy Overview, Vision & Aims

"You can't teach children to behave better by making them feel worse.
When children feel better they behave better." Pam Leo

CDLT aims to create an inclusive, supportive, and nurturing environment where every child feels valued and respected. Rooted in Christian values, our approach to behaviour and relationships are guided by the teachings of compassion, forgiveness, and respect to help all pupils to flourish academically, socially, and spiritually. We aim to support every child in building positive relationships and taking responsibility for their behaviour within a loving, Christian community.

Key objectives of CDLT's Behaviour and Relationships Policy include:

- Cultivating a culture of excellent behaviour and relationships in a calm, safe environment.
- Establishing a school-wide approach to maintaining high behaviour standards aligned with school values.
- Setting clear expectations, boundaries, and consequences for behaviour.
- Ensuring a consistent yet equitable approach to behaviour management for all pupils.
- Defining unacceptable behaviour, including bullying and discrimination.

This policy reflects CDLT's commitment to valuing each child, aspiring to excellence, and being a nurturing learning community.

2. Legislation, Statutory Requirements and Statutory Guidance

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 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice • Behaviour in Schools: Advice for headteachers and school staff

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Behaviour & Relationship Principles

At CDLT, we emphasise the importance of high standards of behaviour, relationships and attendance for a school's success. This ensures all pupils can progress in their education, and staff can effectively teach and promote learning. The Trust Board supports the right of all community members to work, learn, and play in safe, supportive environments.

CDLT is committed to fostering a positive ethos in each of our academies, promoting a place where pupils feel safe, enjoy learning, develop resilience, and are prepared for future educational stages. Behaviour should never jeopardise

the safety of anyone in the school community. All members of our school communities are expected to uphold the Christian ethos, maintain a safe environment, respect each other, and ensure kindness and anti-bullying practices. Behavioural expectations are consistent enough so that all understand, yet flexible enough to meet individual needs, where appropriate.

Key principles of the Behaviour and Relationships Policy include:

- Inclusivity: All pupils, regardless of background or need, are respected, and supported.
- Boundaries with Compassion: Clear and fair boundaries ensure safety and mutual respect, helping pupils develop self-regulation.
- Calm, Kind, Consistent Behaviour: Adults model these behaviours to guide pupils.
- Restorative Practices: Supporting pupils in repairing relationships and understanding their actions.
- Pupil and Parent/Carer Voice: Valuing input from pupils and parents to create an inclusive culture.
- Christian Ethos: Fostering respect, kindness, and forgiveness rooted in Christian values.

The Trust's Equalities Policy reaffirms the commitment to an inclusive environment, free from discrimination or bullying, in line with the Equality Act of 2010.

4. Definitions

A positive culture is at the heart of our Behaviour and Relationships Policy. We aim to create a school environment that is happy, safe, and conducive to learning. Every member of our CDLT family is valued, and we work together to build a culture where kindness, respect, and understanding is evident in every interaction.

At CDLT, we use the following language when discussing behaviour:

- Difficult and/or unsocial behaviour
- Dangerous and/or anti-social behaviour
- Crisis, dysregulated or distressed behaviour

Taking a non-judgemental, curious, and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils displaying 'anti-social' or 'dangerous' behaviours still need to be regarded as vulnerable and whilst pupils' safety is always the priority, we also have a moral duty and obligation to provide appropriate support to those who need it.

Difficult and/or unsocial behaviour may include:

- Disruption in lessons, and during break / lunchtimes
- Non-completion of provided tasks and activities
- Use of inappropriate language
- Appearing to be disengaged
- Refusal to follow given instructions

Difficult/dangerous/anti-social behaviour may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (please refer to any school-specific list as provided in appended information, where applicable)
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying may include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Persistent & targeted name-calling, teasing, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In any case where bullying is suspected, an investigation will take place and the school will apply the appropriate consequences in line with the relevant policies.

For more detail please refer to the school's Anti-Bullying Policy.

6. Roles and Responsibilities

The Trust Board

The Trust Board is ultimately responsible for monitoring the effectiveness of this Behaviour and Relationships Policy and holding each school to account for its implementation.

The Local Governance Committee (LGC)

The LGC of each school is responsible for overseeing the implementation of this Behaviour and Relationships Policy in its school.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy to incorporate any school-specific additions, systems, processes, or procedures within the appendix of this policy. Publishing this policy and making it available to staff, parents and pupils at least once a year.
- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour and relational procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Being a visible presence around the school, setting the expectations of behaviour and supporting all staff in achieving these.
- Determining the school rules and any consequences for not following these.
- Use behaviour data to target and assess interventions. Ensuring the data from behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Supporting staff (through offering appropriate CPD and training) in providing reasonable adjustments and appropriate provision for pupils with complex needs or who frequently display anti-social or dangerous behaviours.
- Ensuring this policy works alongside the safeguarding policy and if required, considering whether a pupil should be internally or externally suspended/excluded.
- Reporting to the LGC on the implementation of this policy, including its effectiveness.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

Staff

All members of staff are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive, high-quality, and safe learning environment.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour, and in every interaction with pupils.
- Modelling behaviour expectations and positive relationships.
- Knowing pupils well and displaying positive relationships with all.
- Being aware of the needs, outcomes sought, and support provided to any pupils who are receiving a personalised plan.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Setting high expectations for every pupil.
- Keeping the relevant figures of authority up to date with any changes in behaviour and relationships.

The school's Senior Leadership Team (SLT) will support staff in responding to behaviour incidents when required and if appropriate.

Parents and Carers

Parents and carers are expected to:

- Read and understand the Behaviour and Relationships Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Behaviour and Relationships Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Ensure their child's regular and punctual attendance at school.
- Take part in any pastoral work following difficult, dangerous, or anti-social behaviour (for example, attending reviews of specific behaviour interventions).
- Work collaboratively with school to ensure pupils receive consistent messages about how to behave at home and at school.
- Raise any concerns relating to behaviour and relationships with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school endeavours to build positive relationships and supportive dialogues between the home and the school by keeping them informed about developments in their child's behaviour and the school's policy

Pupils

There will be regular opportunities to ensure pupils' have a secure knowledge and understanding of the Behaviour and Relationships Policy.

During whole school assemblies, worship and class-based sessions, pupils will be made aware of:

- Expectations relating to behaviour and relationships at school.
- Their duty to follow the Behaviour and Relationships Policy.
- The school's key rules, routines, and boundaries.
- Recognition and rewards they may receive for being positive advocates of the behaviour & relationships policy.
- Boundaries and consequences they may face if they choose not to follow the Behaviour and Relationships Policy.
- Support and interventions available to them to help them with their behaviour and relationships.

Pupils will be supported to meet the behaviour standards and will be provided with reminders wherever appropriate. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour and Relationships Policy.

Induction and additional support will be provided for pupils who are mid-year arrivals.

7. Behavioural and Relational Approaches

High Quality Teaching and Learning

Teaching and support staff are responsible for setting the tone and context for positive behaviour and relationships within the classroom.

This is achieved by staff:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Ensuring clear, predictable routines that all pupils are aware of.
- Displaying and referring to the behaviour curriculum and classroom rules.
- Developing a positive relationship with pupils, which may include: - Greeting pupils in the morning/at the start of lessons
    - Communicating expectations of behaviour in a variety of ways

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using regular praise and positive reinforcement

Recognition and Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with praise and/or specific positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and equitably to reinforce the routines, expectations, and norms of the school's behaviour culture.

Boundaries and Consequences

Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations. CDLT's approach emphasises understanding, compassion, and empathy in the delivery of boundaries and consequences. When boundaries are not followed, we implement appropriate consequences in line with this policy, always aiming to teach rather than punish.

Boundaries and expectations must be clearly communicated and regularly revisited. When reminding a child of expectations or boundaries, the child must be regulated. De-escalation techniques may be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

On occasions when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond appropriately in order to restore a calm and safe learning environment, and to prevent recurrence of behaviours displayed. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, equitable and proportionate manner, so pupils know that behaviour related incidents will always be addressed.

Consequences must be planned with a focus on helping pupils understand the impact of their actions and make better choices in the future. We avoid punitive measures that may damage relationships, opting instead for restorative and reflective conversations and consequences that are logical.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. It is important to note that there is no expectation for pupils and/or parents/carers to be made aware of other pupils' consequences due to general data protection regulations.

8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

Mobile Phones

CDLT strongly discourages pupils from bringing mobile phones or other electronic devices into school. If devices are brought into school without prior and formal agreement from the Headteacher, parents will be contacted to collect the device, or the device will be stored securely / safely and returned at the end of the school day.

Confiscation, screening and searching

This section outlines the guidelines for searching, screening, and confiscating items from pupils in line with the Department for Education's (DfE) guidance.

Key points include:

- Confiscation: Prohibited items found during a search will be confiscated and not returned. Items harmful to school discipline may be returned after discussion with senior leaders and parents.
- Searching: Searches will only be conducted by authorized staff, typically of the same sex as the pupil. In urgent cases, a staff member of the opposite sex may search without a witness. The pupil will be informed about the search process, and if they refuse, sanctions may be applied. Reasonable force may be used to conduct a search for prohibited items.
- Searching Possessions: Pupils' possessions, including bags, desks, and lockers, can be searched with or without consent for prohibited items. In urgent situations, a search may be conducted by one staff member.
- Reporting and Support: Any search for prohibited items must be reported to the designated safeguarding lead (DSL) and parents/carers will be informed. The school will assess whether the pupil needs support after a search, especially if a safeguarding concern is identified.
- Strip Searches: Strip searches (removal of clothing beyond outerwear) can only be conducted by police. The school will ensure that any such search is necessary, and the pupil's wellbeing is considered. Parents/carers will be notified beforehand, and an appropriate adult will be present during the search.
- Post-Search Care: After a strip search, pupils will be supported and given the chance to express their views. The school will assess if further support is needed and may refer to pupil's social care if appropriate.

This policy ensures that searches are carried out with respect for pupil rights and safety, with clear communication and oversight.

Off-site anti-social behaviour

Consequences may be applied where a pupil has displayed anti-social behaviour off-site when representing the school. For example, when:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has displayed anti-social behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online anti-social behaviour

The school can issue behaviour consequences to pupils for online anti-social behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

10. Internal Exclusions, Suspensions and Permanent Exclusions

Relocation

If a pupil is displaying dangerous behaviours and putting themselves or others at risk they may be temporarily relocated from the classroom.

During relocation, pupils will continue learning under supervision, though it may differ from the mainstream curriculum. Relocation is a serious measure and will only be used after other strategies have been attempted unless immediate action is needed.

Relocation may be used to:

- Ensure safety
- Restore calm for all
- Provide a controlled learning environment
- Allow the pupil to regain composure in a safe space

Pupils may be given a safe space, monitored by staff to support their well-being. This space is not for punishment, but for emotional support. Efforts will be made to reintegrate the pupil as soon as it is safe and appropriate. If relocation occurs more frequently, the school will consider alternative strategies and discuss with parents/carers.

Internal Exclusion

If, despite all supportive measures being adopted, a child continually and seriously breaches the school rules, resulting in anti-social or dangerous behaviour, the Headteacher can use a period of internal exclusion where a pupil may not go back to class for a fixed period of time. Instead, the pupil carries out their educational consequences and learning activities away from their classroom in a safe space, with a familiar adult. Parents/carers would always be informed, and this would be formally recorded.

Suspension and Permanent Exclusion

The school may use suspension and/or permanent exclusion in response to serious incidents or in response to persistent dangerous, unsafe and/or anti-social behaviour which has not improved following in-school interventions and personalised plans.

The decision to suspend will be made by the Headteacher and only as a last resort. Following any incident that leads to a suspension, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach.

In extreme situations, the Headteacher may decide, after consultation with the Chair of Governors and CDLT, that permanent exclusion is required.

Please refer to our exclusion policy for more information.

11. Supporting Vulnerable Groups

SEND Support

To ensure inclusive practices for all pupils, those identified as vulnerable will have personalised plans in place if needed.

The school holds high expectations for all pupils but acknowledges that some may face additional challenges in meeting behavioural and/or relational expectations due to individual needs.

Any behavioural incidents will be considered in relation to a pupil's needs. Decisions about these incidents will be made on a case-by-case basis, ensuring a balance of legal responsibilities, such as avoiding disadvantage to disabled pupils (Equality Act 2010) and ensuring the best support and high expectations for pupils with SEND (Children and Families Act 2014).

Education, Health and Care Plans

For pupils with an EHCP, the school must ensure the provisions outlined in the plan are met and collaborate with the Local Authority. If there are concerns about a pupil's behaviour, the school will work collaboratively with parents/carers and consult relevant external agencies.

The school is committed to making reasonable adjustments and taking preventative measures to support all pupils, ensuring practices meet individual needs.

Children in Care

For pupils with adverse childhood experiences, exclusion is always experienced as something negative and can be a painful reminder of their earlier life experiences. We will make every effort to avoid suspending these pupils in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. For children in care, we will discuss the rationale for consequences with the assigned Education Adviser from the Virtual School. If there is no option other than suspension or exclusion, then we will make every attempt to ensure the process is as trauma informed as possible with a robust reintegration package.

In cases of serious misconduct, such as sexual violence, harassment, discrimination, or bullying, the school will apply the appropriate consequences in line with the relevant policies.

12. Transition & Induction

At the start of each school year, building positive relationships with all pupils is a priority, as these relationships are key to promoting positive behaviour. This process begins with a thorough transition approach, allowing pupils to meet their new class and teacher before the summer holidays, helping both pupils and staff familiarise themselves with one another. For new nursery and reception children, transition visits will be arranged prior to their start date.

To ensure a smooth transition to the next year, pupils will have sessions with their new teacher(s), and staff will hold transition meetings. Relevant information about pupil behaviour may be shared with appropriate staff at the start of the term or year to ensure continuous monitoring and support.

The school will assist new pupils in adapting to behaviour standards by providing an induction process that introduces them to the behaviour policy and school culture. Behaviour expectations will be clearly communicated to both the pupil and their parents/carers.

A nurturing approach recognises the importance of transitions in a broad context, including changes after holidays, between school years, moving between classes, and even small shifts in activities within the classroom or from the playground. For pupils who have faced adversity, even minor changes can provoke feelings of anxiety or stress. Therefore, transitions, particularly changes in routine, are carefully managed with appropriate preparation and support to ease the impact on these pupils.

13. Staff Training and Continued Professional Development

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting pupils on the inclusion register is provided regularly, aligned with the school's Christian ethos and research-informed principles.

Specific training linked to de-escalation strategies and behaviour and relational approaches will take place annually a training record will be maintained for all staff.

14. Monitoring Arrangements

Monitoring and Evaluating Behaviour and Relationships The school and Trust will collect data on the following:

- Behavioural incidents (including use of Positive Handling)
- Attendance, suspensions, and permanent exclusions
- Use of pupil support units, alternative provision, and managed moves
- Incidents of searching, screening, and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reviewed periodically by the Trust Board, SLT and the SENDCO and will be considered from a variety of perspectives including:

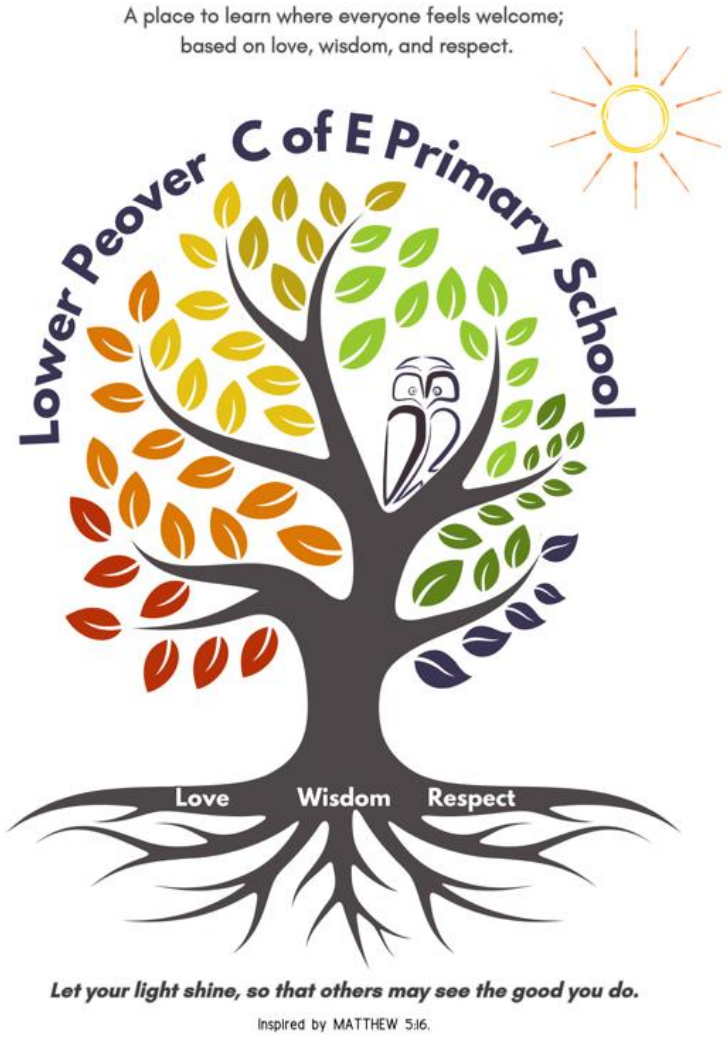
- At Trust level
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The Trust and schools will use the results of this analysis to make sure the Trust is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the Trust/school will review its policies to tackle them.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

Policy Review

This policy will be reviewed at least annually by the CDLT Trust Board. Following every review, it will be adopted by the Local Governance Committee of this school. The policy may be reviewed more frequently, if needed, to address findings from the monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust Board.



Behaviour & Relationship Policy

Inspired by Matthew 5:16, which says: *"Let your light shine, so that others may see the good you do,"* we encourage our children, staff, and school community to live out their values in relationships with others, guided by the Holy Spirit. We believe that through Love, Wisdom, and Respect, we can all shine our light and contribute to a harmonious school community.

"We show LOVE in our actions; WISDOM in our choices; and show RESPECT each and every day"

At Lower Peover C of E Primary School, we aim to foster a positive, nurturing school environment where every child and adult flourishes, feels welcome, valued, and respected. As a result, creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning. Positive relationships and behaviour, and supportive environments, lead to effective learning and help prepare children for life beyond Lower Peover, as they discover their place in God's world.

Our Behaviour & Relationship Policy is grounded in restorative practices, focusing on building strong relationships, resolving conflicts, and restoring harmony. We believe that each person is made in the image of God and is precious, and that everyone is capable of learning, growing, and making better choices through reflection, dialogue, and empathy. We continuously aim to improve and maintain the wellbeing and educational outcomes for all pupils, by promoting and supporting engagement in their educational and spiritual journey at Lower Peover. We operate in a culture where Christian and traditional British values are learnt and built upon, so we can become the best versions of ourselves.

This policy has been created collaboratively with all key stakeholders (the children, the staff, the governors, and parents) and will be reviewed annually. We each play a critical role in educating children and in supporting them to navigate the world that we live in so they can flourish. We deem it vital that all voices are heard, big and small, to ensure our approach is reflective of our setting.

When discussing our approach with pupils, this was the vision board we created to encapsulate what it means to us.



Roles, Responsibilities, and Expectations

All staff, governors, volunteers, sports coaches, or any peripatetic teachers at Lower Peover C of E Primary School are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities, and expectations of each section are set out in detail below.

"Coming together is a beginning. Keeping together is progress. Working together is success." – *Henry Ford*

Governors

The Governors will work with the Head Teacher and Senior Leadership Team to set an ethos that promotes high standards of expected behaviour from pupils attending Lower Peover C of E Primary School. It should promote a whole-school culture where calm, dignity and structure encompass every space and activity, built on a strong Christian foundation.

Governors will monitor and evaluate the impact of the policy and will hold the Head Teacher and Senior Leadership Team to account for its implementation. Governors will ensure that they receive relevant training on suspensions, exclusions, behaviour, and discipline.

Governors will review and monitor the application and implementation of this policy by receiving regular reports from the Head Teacher on behavioural sanctions and the support put in place for pupils. Governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher.

Head Teacher and Senior Leadership Team

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will promote and implement high standards of expected relationship and behaviour management, and raise the importance of mental health, wellbeing, and behaviour support across the school. Together, they will consistently communicate the policy to the school community.

They will ensure that appropriate language is used when discussing children and behaviours, ensuring all staff and adults within school are using the correct terminology that is trauma informed. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate and reflect on their relationship and behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Head Teacher and Senior Leadership Team will act as a source of support and guidance for staff on strategies and discipline.

SENCO/Inclusion Manager

As well as the above (Head Teacher and Senior Leadership Team), the SENCO will ensure that all actions and support are in line with the school's Special Educational Needs and Disabilities (SEND) policy and monitor accordingly. They will promote those behaviours can reflect educational need or mental health. Therefore, highlighting the importance of using proactive and preventative strategies, and the engagement with educational specialists to support children as soon as possible. They will support teachers in the further assessment of pupil's needs, to identify areas of strengths and improvement, and advise on the effective implementation of support.

Staff

All staff will:

- set up and maintain a calm classroom that enables pupil voice, regulation and is neuro-affirming. Well-being is at the heart of each classroom.
- promote and develop positive relationships with the children in school.
- teach and model appropriate clear communication, social and emotional skills.
- use consistent whole school strategies and make sure classroom management systems are in place.

- ensure every child feels welcome, safe, and supported within their class.
- explicitly teach and review classroom routines and create a classroom agreement at the start of the year.
- be a role model of our school vision and values and actively celebrate children who are doing the same.
- be passionate about developing pupil self-esteem.
- communicate the contents of this policy to all pupils and parents (where appropriate) to ensure that the school's expectations are transparent to everyone, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- apply this policy fairly, consistently, proportionately, and without discrimination, making reasonable adjustments for pupils with SEND and additional needs as required.
- promote a teaching and learning ethos which encourages all pupils to participate in lessons whatever their level of ability or need.
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- record undesirable behaviour and any given sanctions on CPOMS, in line with this policy and SLT expectations.
- deal with incidents of bullying, discrimination, aggression, and derogatory language quickly and effectively,
- focus on de-escalation and preventative strategies rather than being solely reactive.
- contribute to the development of systems which support and reinforce positive behaviour.
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need.
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place support to guide them.
- engage with educational specialists and agencies to support children.
- contact parents if there is a concern that affect their child's wellbeing, work or behaviour.
- engage with and attend all training and development sessions to continually improve relationship and behaviour management and learn from best practice.
- support the school in monitoring and guiding children during unstructured times in school, helping them to navigate this time where pupil choice is used more freely.

Parents

We recognise and appreciate the valuable role parents play in their child's education. We expect parents to:

- work collaboratively with the teaching staff, SENCO, and Head Teacher to provide a holistic consistent approach to supporting their child/ren.
- be supportive and respectful of the school in the application and enforcement of this policy.
- inform the school of any changes or events at home, special education needs or changes in circumstances that may impact your child's wellbeing, work, or behaviour.
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.
- attend Parents' Evenings and discussions about their child's progress.

"When schools and families work together, children do better, and schools get better." - Anne T. Henderson

Pupils

Pupils are expected to maintain high expectations for themselves, with the support and guidance from our Lower Peover staff. Reminders of the school vision, values, rules and expected standards of behaviour are displayed around the school, and in classrooms, and will be talked about and referred to regularly by staff and children. Our relationship and behaviour systems are underpinned by the agreed optimal behaviours and attitudes, as follows:

We show LOVE in our actions:

- We treat everyone with kindness, compassion, and care. We strive to build a school community where everyone feels valued and loved.

- We care for our own well-being, knowing that we are all unique and special in our own way.
- We approach every lesson and activity with an open heart, eager to grow and learn.
- We celebrate others' achievements and successes.

We show WISDOM in our choices:

- We think before we act, making choices that reflect understanding and good judgment.
- We speak thoughtfully, choosing words that encourage and uplift others, not words that hurt or divide.
- We listen carefully, ask questions, and reflect on what we've learned so we can make wise decisions.

We show RESPECT each and every day:

- We treat everyone, no matter their background or differences, with dignity, fairness and kindness.
- We take care of our school, our community, and our world, understanding that everything is a gift from God.
- We take pride in who we are, making sure our actions reflect our best selves.
- We respect the opinions and feelings of others, even when they are different from your own.

These are inclusive statements by which we will expect everyone to follow in school, adults and children. Rather than manage behaviour, we work on behaviour and develop positive relationships, making sure we have a calm measured approach. We use a PIP (praise in public) and RIP (reprimand in private) system, which is our guiding principle in school life.

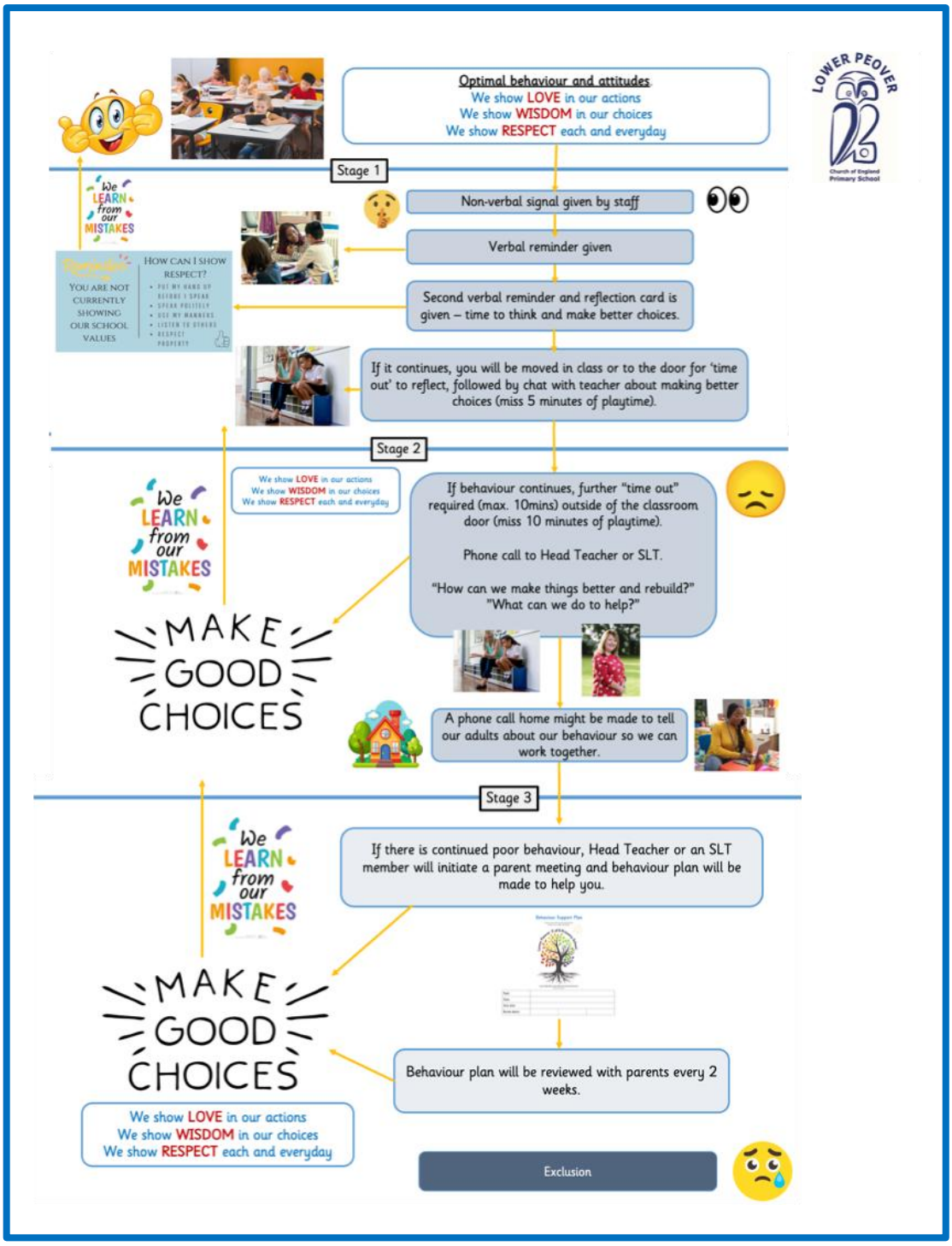
Addressing undesirable behaviour

When a student's behaviour does not reflect the values of LOVE, WISDOM, and RESPECT, staff will implement our progressive, staged approach to behaviour management (*Image 1*). Our approach to behaviour management is rooted in restorative practices, which focus on building positive relationships, understanding, and accountability. All staff are trained in this approach and have appropriate visual aids available. We believe that every child is capable of learning from their actions and growing in love, wisdom, and respect. Guided by Matthew 5:16, we strive to help students "let their light shine" in the world by living out these values, especially when challenges arise.

"Build a consistent understanding between all adults that children who present challenging behaviours are not defined by their behaviour" – *Paul Dix*

We recognise that each student may need different types of support to live out these values. Whether it's additional help in learning how to express kindness, or guidance in making wise choices, we will work with families and external services to ensure all children and families feel supported. Staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour.

Image 1.



Optimal Behaviours

We expect optimal behaviours from ALL children and ALL staff in school. Our relationship and behaviour approach are underpinned by the agreed optimal behaviours and attitudes, as detailed above. In every class, a class agreement will be devised at the beginning of the year and reviewed regularly to support everyone in achieving optimal behaviours. This will be personal to each classroom and will guide children to show LOVE in their actions; WISDOM in their choices; and to show RESPECT each and every day.

Stage 1

We normalise that everyone will fall into the stage 1 area of the approach at some point. But we emphasize the importance of learning from these mistakes, reflecting on our actions and quickly returning to our expected optimal

behaviours. The Bible teaches that mistakes can be powerful teachers if they lead to changed behaviour. Stage 1 is managed within the classroom by the teacher and teaching staff within that room.

Stage 2

If a child does not respond in the desired way to the stage 1 support, stage 2 will be initiated. Further reflection time will be offered for the child to reflect on their actions and behaviours. The Head Teacher and/or a member of the Senior Leadership Team (SLT) may be called to support the reflection process with the child. If agreed and appropriate, a phone call home may be made to inform adults of the events that lead to this point, and a supportive discussion will happen to identify how we are going to support them, together, in returning to our expected optimal behaviours. Stage 2 is managed by the class teacher, with the support of the Head teacher and SLT, and parents/carers. Any stage 2 incident will be recorded on CPOMS.

Stage 3

We hope that most of the undesirable behaviour or actions are addressed through stage 1, and stage 2 of this approach. We have, however, added a stage 3 to further support our children in demonstrating optimal behaviours. If a child does not respond in the appropriate way to stage 1 or 2 support, stage 3 will be initiated. A behaviour plan will be generated and agreed by all parties and reviewed weekly or bi-weekly (to be agreed in the meeting) and will be 'closed' once desired outcomes have been achieved. This will be managed by the Head Teacher and/or SLT, with the support of the class teacher and parents/carers. This stage may also include input from external services, e.g. social services, SEN external services, behaviour specialists. Any stage 3 incident will be recorded on CPOMS.

Permanent exclusion will only be used as a sanction of last resort, in response to a serious or persistent breach, of this relationship and behaviour policy. The Head Teacher will follow the Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

Unacceptable behaviours

The following behaviour is regarded (by the children, staff, and parents) as completely unacceptable and will result in disciplinary actions, overriding the normal behaviour and relationship policy approach, and may possibly lead to suspension or exclusion, depending on the circumstances. This will be managed by the Head Teacher and/or Senior Leadership Team (SLT).

- verbal abuse and inappropriate language used towards staff, pupils, and others
- physical abuse towards staff and/or pupils, and others.
- stealing staff or pupils' belongings
- any form of bullying
- purposefully using rough play to target and hurt others
- indecent behaviour
- damage to property
- recording or taking images of pupils or staff without their consent
- racist, sexist, homophobic or other forms of discriminatory behaviour
- possession of items prohibited under the school rules

These have been agreed with the pupils and will be regularly discussed and referred to where appropriate. This list is not exhaustive, and other incidents may be added, if agreed by the Head Teacher and/or Senior Leadership Team.

Celebrating Positive Behaviour

Celebrating positive behaviour is a vital part of this policy. Celebrating positive behaviour in school is important because it shapes the culture of the classroom and the wider school community. When schools recognise and celebrate positive actions, they're not just "being nice" — they're actively teaching social, emotional, and academic skills. Here's why it matters in that context:

- **Reinforces school values and rules**: Acknowledging positive behaviour makes the school's expectations concrete. It shows students *exactly* what those values look like in action.

- **Promotes a positive learning environment**: When students see kindness, cooperation, and effort being celebrated, it sets a tone where such behaviours become the norm, reducing conflict and disruption.
- **Encourages peer influence for good**: Public celebration of positive behaviour helps positive actions spread through peer modelling. Students realise that being respectful, helpful, and engaged is socially valued.
- **Motivates continued effort**: Recognition can be a powerful motivator, especially for students who might not always excel academically but can shine through behaviour, effort, or teamwork.
- **Improves teacher–student relationships**: When teachers celebrate students' good choices, it builds trust and shows that staff notice more than just mistakes. This makes students more receptive to guidance and correction.
- **Supports emotional and social growth**: Celebration helps students link positive feelings with positive actions, reinforcing empathy, cooperation, and responsibility.
- **Balances discipline with encouragement**: A school culture that celebrates good behaviour prevents the environment from becoming overly focused on punishment. It gives students something to strive toward, not just something to avoid.

In a school setting, celebrating good behaviour helps create a safe, respectful, and motivating atmosphere where academic learning can flourish.

"If you reward children for going over and above then there is no limit to their excellent behaviour" *– Paul Dix*

To encourage positive behaviour, we recognise and celebrate students who consistently live out the values of **Love**, **Wisdom**, and **Respect** in and out of our school. We do this by:

- **Vision Star Awards (weekly)**: Celebrating students who show exceptional care, wisdom in their choices, and respect for others.
- **Head Teacher Awards (ad hoc)**: A student recognised for showing the best example of positive attitude, behaviour, or work.
- **Classroom Praise (daily)**: Teachers and staff use verbal praise and affirmations to reinforce the values of the school and highlight exceptional levels of effort and positive interactions.
- **Value stickers (daily)**: Teachers and staff use personalised stickers to reinforce the values of the school.
- Children are given a designated role/job in their classroom to develop their sense of belonging and being a necessary part of their school/class team. These roles are changed regularly.
- Every classroom has a reflective space. This is a small, comfortable area a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self-calming techniques. Staff will support children as appropriate at these times. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their upset, following our school values.

Incidents beyond the classroom

We acknowledge that some behavioural incidents can happen outside of the classroom, during unstructured times. These times include a higher level of social interaction, where there is more freedom for children to make their own choices. We therefore address any incidents with this in mind and support the children in making appropriate choices in their play and develop their skills in a particular area, if and when needed.

If there is a reported incident during this time, staff will investigate it swiftly and appropriately in line with school policy. If an incident is reported to school via a parent/carer, outside of school hours, the incident will be responded to the next school day in the same way. Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. Any questions raised by staff will be open and non-leading. All incidents of this nature will be recorded on CPOMS.

School uses Close Circuit Television ("CCTV") within its premises. One reason why the school uses CCTV is to provide a safe and secure environment for pupils, staff, and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities. In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

Anti-bullying statement

At Lower Peover C of E Primary School we aim to provide a safe, caring, and inclusive environment where every child is valued as a unique creation of God. Bullying is contrary to God's teaching of love, respect, and kindness and will not be tolerated. This statement explains how we prevent, report, and respond to bullying, helping children reflect God's love in their actions.

"Love your neighbour as yourself." - Matthew 22:39
"Do to others as you would have them do to you." - Luke 6:31

What is Bullying?
Bullying is behaviour that is intended to hurt someone, is repeated over time, and involves an imbalance of power.

Examples include:

- **Physical:** hitting, kicking, pushing
- **Verbal:** name-calling, teasing, unkind words
- **Emotional:** exclusion, spreading rumours, making others feel unwelcome
- **Online/Cyberbullying:** mean messages, harmful posts

At Lower Peover, we encourage children to treat others with LOVE, WISDOM, and RESPECT. We prevent bullying through promoting Christian values, teaching, and school routines. We respond promptly and fairly to all reports of bullying, and support children affected by bullying and guide those displaying bullying behaviour to change.

To support prevention, we:

- teach Bible stories and lessons that encourage love, wisdom, and respect.
- promote positive relationships and Christian values through assemblies, PSHE, and classroom discussions.
- encourage children to report worries to a trusted adult.
- implement peer support programs, such as buddies or prayer club.
- educate children on kind online behaviour and safe use of technology.

If reporting bullying children should:

- Speak to any teacher, teaching assistant, or member of staff.
- Tell a friend who can help inform an adult.
- Ask parents to contact the school if needed.

All incidents will be taken seriously, recorded on CPOMS, and investigated promptly.

When bullying is reported:

1. Staff will listen, comfort, and reassure the child.
2. An investigation will be carried out.
3. Parents/carers of all parties will be informed.
4. Appropriate action will be taken, which may include:
    - Restorative conversations guided by Christian principles (*forgiveness, reconciliation*)
    - Loss of privileges or sanctions aligned with the Behaviour Policy
    - Individual support or ELSA counselling

Children who have been bullied will be supported emotionally and spiritually. Children who bully will receive guidance to understand the impact of their actions, repent, and make positive changes.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member and/or the Head Teacher in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, this should be raised with the Head Teacher, and/or Chair of Governors.

Monitoring and Review

It is recognised that the success of this policy is reliant on consistent application. This policy along with a home school agreement will be sent to new parents each September. The Head Teacher and SLT will monitor recorded incidents to identify trends and evaluate the effectiveness of the policy. This policy will be reviewed annually with staff, governors, pupils, and parents.

Date of review: September 2025
Date of next review: September 2026