

A place to learn where everyone feels welcome;
based on love, wisdom, and respect.



Behaviour & Relationship Policy

2025-26

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 that 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.

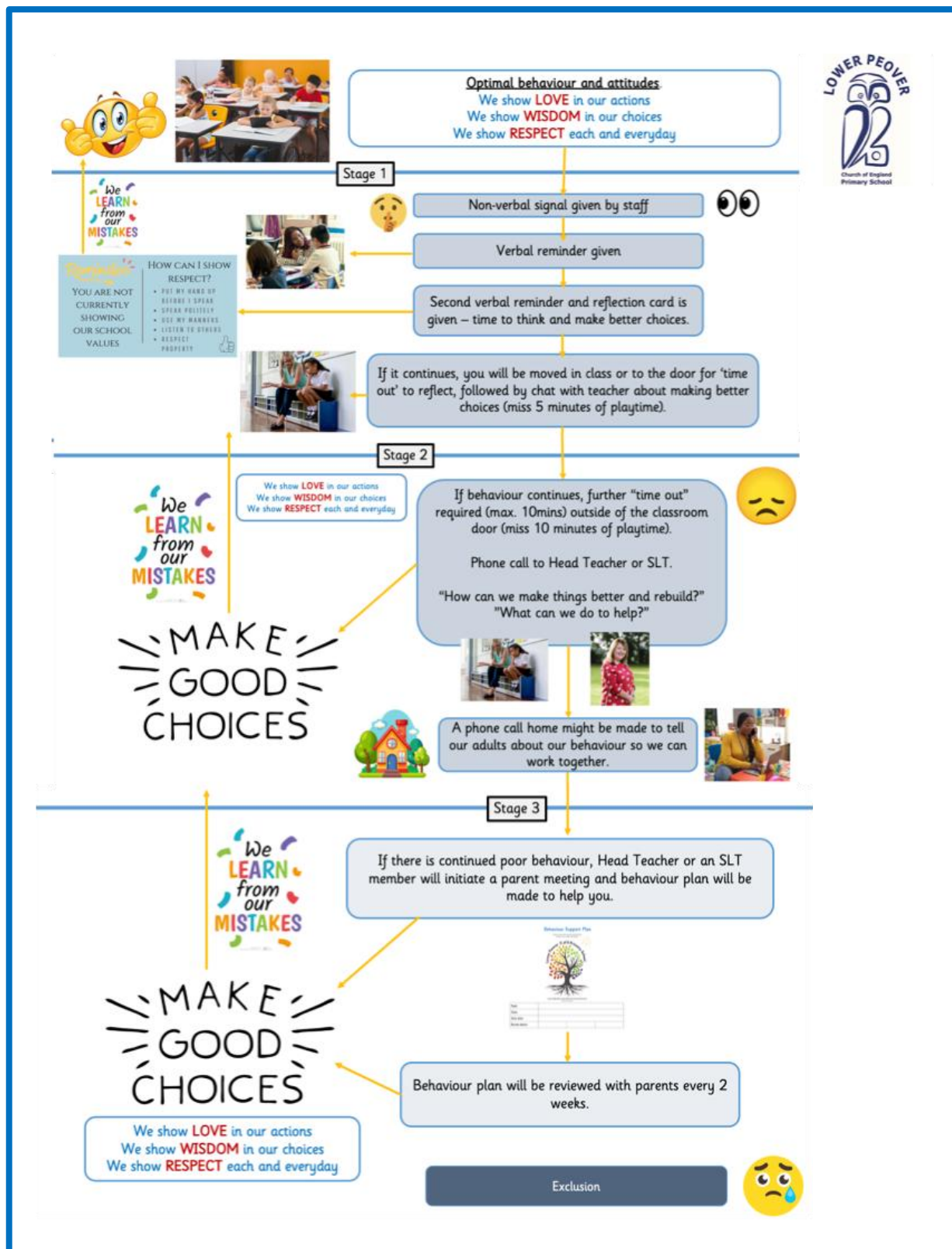
Addressing undesirable behaviour

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