

ST ALBAN'S CE (AIDED) PRIMARY SCHOOL

Love, Courage and Fellowship

'Inspired to make a difference in God's world with excellence and love'

Relational Behaviour Policy 2026-2027

DOCUMENT INFORMATION			
To be read in conjunction with the Governing Body's Behaviour Principles and written in consultation with pupils, parents, staff and governors			
Reviewed by: FGB: Curriculum and Learning			
Last Review:	Autumn 2026	Next Review:	Autumn 2027
Review Cycle:	annually		

'Pupils consistently demonstrate the school's values in their behaviour and interactions. They behave with integrity, show respect towards peers and adults and articulate the fundamental British values confidently.'

Ofsted, January 2026

'Strong relationships are at the heart of school life, nurturing a happy environment where people are known and valued. As a result, care and kindness permeate the school, enhancing wellbeing.'

SIAMS, December 2025

Our **Relational Behaviour policy** is based on the Empowerment Approach. This is an innovative, research-based programme that supports all children, whatever their age, to be at their best and to build the skills that will help them to do well in their daily activities. It also lays the foundations for happy and fulfilled adult lives. It uses the latest research and practice from the fields of education, psychology, coaching and neuroscience. We want to support and guide all children to engage positively in every aspect of their lives: in their relationships with families and friends, at school, and in their wider communities. Strong relationships are essential for success: these are characterised by positive communication, mutual respect and listening closely.

Our aims throughout our relational policy are to:

- Acknowledge that every stage of development is associated with specific behaviours, which present opportunities for adults to model and explicitly teach suitable behaviours.
- Strive to provide a stable, predictable, and routine environment, fostering a sense of security both emotionally and physically.
- Motivate our pupils to take responsibility for their actions and their consequences on themselves and others, advocating a solution-focused mindset for future behaviour adaptations.
- Support ongoing growth, learning, and development of children. We recognise that mistakes are part of the learning journey; we offer support and guidance to our students, helping them make better decisions without passing judgment.
- Focus on mending relationships and transforming behaviours rather than punishing actions. Our goal is to assist children in developing effective stress-regulation to be able to develop skills in independence, resilience, respect, regulation, focus and boundaries.
- Support emotional growth and self-regulation. These help pupils to improve their behaviour.
- Facilitate effective communication. This is key to encouraging pupils to self-regulate, become resilient, and behave positively. All adults can learn techniques to help pupils improve their behaviour, drawing on personal and professional experiences, training, and experiential learning.
- Acknowledge the cycle of relate, rupture and repair. We ensure that each incident concludes with a restorative conversation between the pupil and the member of staff. This crucial step helps maintain and strengthen the relationships between staff and pupils.

- Staff will be provided with opportunities to understand the causes of pupils' dysregulation and its effects on behaviour.

Our Core Values

Our core Christian values of Love, Courage and Fellowship underpin everything we do. Our school and class charters are framed around these values, support our daily interactions with pupils, staff and parents.

Love:

- Show love to each other through small acts of kindness.
- Put others before ourselves: agape.
- Encourage others with kind words and actions.
- Remember that God loves us, and we should love ourselves and the world around us.

Courage:

- Be ourselves.
- Stand up for what is right.
- Respect each other's differences.
- Persevere even when things are difficult and encourage others to do the same.
- Try new things that challenge us and, even when faced with a difficult choice, we try to make the right choice.

Fellowship:

- Learn to live together and collaborate with one another, whatever our differences may be.
- Encourage everyone to feel valued and to value the differences in others, both in our school community and wider afield.
- Think about how our actions may affect others.
- Encourage courageous advocacy for the things which we believe in and seek to find ways to support our world in becoming a better place.

Parents:

A strong relationship with each pupil's parents is key to developing and maintaining our high standards of behaviour. All parents are asked to sign a home-school agreement every year.

Other ways parents can help include:

- Recognise the need for a good partnership with school and engage in a two-way conversation with their child's class teacher.
- Reinforce the school's core values with their child.
- Use similar language and strategies to ensure consistency.
- Discuss the behaviour charter with their child and reinforce where possible.

- Attend Parents' Consultations
- Understand that effective learning cannot occur without good relationships and effective behaviours for learning and to support the school in this

Relational Stance

We adopt a relational approach when supporting our pupils. This means that we take a stance of **PACE** when helping pupils to manage their big feelings. We show pupils that we can bear their feelings and remain alongside them to break it all down for them into manageable chunks. This is difficult for adults because it means that we must work hard to remain in our window of tolerance when helping pupils to get back into theirs.

[The Window Of Tolerance \(edited version of our original 2018 video\) - YouTube](#)

The stance of **PACE**:

Playfulness

Sensitive and appropriate playfulness helps the child feel safe and promotes positivity. A lot of playfulness is distraction during escalation or a way of re-engaging pupils back into an activity. We use 'extravagant delight' (big wide eyes, exaggerated expression) here to relate to the child's younger developmental age. Be aware that playfulness is not always going to be managed by the child if they are too far out of their window of tolerance.

Some examples of playfulness in practice:

*"Oh my goodness I bet you are not in your seat by the time I open my eyes (close eyes) 1....2....3... wow!
How did you get there so quickly!"*

"Can you walk with me like a spider/ giraffe/ lion, come on see if you can do it with me"

"I've made yet another mistake! My brain is not working today, I need your help"

Acceptance

Unconditionally accepting the pupil makes them feel safe, secure and loved. Acceptance is where we understand and see that the pupil's behaviour is a shield (a defensive behaviour that has developed to PROTECT the child and to help them get their needs met), not a sword (an attack on another person). Acceptance is about developing the pupil's sense of safety and belonging.

"I am here for you no matter what words you need to say, I will still be here for you."

"I care about you too much to let you hurt others/ yourself/ property. I will keep you safe"

"Whatever has happened this morning, I need you to know that I still like you and want you in my class."

"Thank you for being here with us today, I love having you here in my class."

Curiosity

Genuine and non-judgemental interest in the pupil helps them become aware of their internal narrative. The use of W.I.N (wonder, imagine, notice) is helpful here. Remaining curious about the pupil, both in times of regulation and in times of managing difficult feelings is imperative to gaining positive connections.

Some examples of curiosity in practice:

"I notice that every time I talk about starting something new, you begin to show that unhelpful behaviour and I'm wondering if it is your way of letting me know that you are feeling a bit prickly about starting that job?"

"I wonder what we can do now the sand is wet? How has it changed I wonder?"

"I imagine that was super exciting for you just then because you had a really big smile on your face!"

Empathy

Demonstrating compassion for the pupil and their feelings supports the pupil's sense of self-worth. Finding a place where you can share the vulnerable feelings with the child and stay alongside them in empathy is very powerful for the child.

[Brené Brown on Empathy vs Sympathy - YouTube](#)

Some examples of some empathetic statements in practice:

"I am so sorry that you are feeling so angry/ sad/ upset/ spikey/ swirly/ flat etc today, that is really tough."

"Oh my goodness you wanted to hold that then didn't you and I took it, I am so sorry."

"Wow, sharing is super tough, I can see you are trying and that you are finding it hard. Can I help you?"

"It is tricky to make choices, can I help you choose?"

"Today is a bad day, isn't it? What a rubbish day it has been for you. I am so sorry."

At St Alban's CE Primary School, we do not tolerate unkind hands, feet or inappropriate language or actions. If a pupil deliberately uses unkind hands and feet, or inappropriate language or actions then parents will be contacted as soon as possible, and the incident is recorded internally.

Natural Consequences

At the heart of our relational approach, is maintaining good, effective relationships. Staying alongside the pupil through an unhelpful behaviour journey and remaining in the stance of **PACE** is vital. Pupils need to understand the cause-and-effect process of a choice they make and to understand, 'natural consequences' helps with this. This is the naturally occurring event that will happen when a behaviour occurs. It is important to remember that these are not just negative consequences for 'negative' behaviours but should also be narrated over positive consequences for 'positive' behaviours.

Some examples of both are below, using the language of **PACE** to support the child to remain in relationship with the adult:

"I know it is tricky for you to finish this job, but if it is not done now, it will need to be done later in your playtime. We can solve this together."

"Oh my goodness look at this room, I wonder if I could help you tidy it up so we can make it all better?"

"tearing up your friend's work earlier was unhelpful, I wonder if I could help you show her that you are sorry? How could we do that do you think?"

"I just noticed that when you smiled at your friend there, they smiled back at you, I imagine that felt nice inside."

Natural consequences, just like any consequence, need to be effectively communicated to the pupil when they are in a regulated state.

At St Alban's CE Primary School, we believe that **natural consequences** are an opportunity to teach a pupil a new skill, linked to a learned behaviour and they should be viewed as just that – an opportunity for the child to make a connection from their behaviour to a naturally occurring consequence. This is not a punishment and should never be seen as such.

Logical Consequences

These are consequences that are related to someone's behaviour or actions. These are usually given to support a desirable behaviour. For example, if we make a mess in the classroom, we will need to clear it up. Or, if we create disruption in the classroom, we may be asked to complete our learning in a different space.

Protective Consequences

These are consequences that are put in place to ensure the safety of themselves, or others and protect them from harm. It may be necessary to remove a pupil from others to ensure that the environment remains safe and that a secure learning environment can be maintained.

To help support the pupils in making these right choices, we use the following phrases:



In the classroom:

It is imperative that pupils are given the opportunity to make the right choices, so the following process is followed if they are struggling to stay regulated or follow instructions to keep them safe.

1. An adult will move nearer to the pupil and will use a non-verbal approach, such as: a look, or a folding of arms, or the removal of an item if it is causing a disruption.
2. An adult will use an 'I-messaging' approach to explain to the pupil that they appreciate they are struggling and to remind them of the core values. For example: *I understand that this learning may be challenging, but if we use our courage and persevere, and the tools in the classroom, I can help you to understand it.*
3. If a pupil continues to make inappropriate choices in the classroom, they will need to give the wasted learning time back during the next break time. This is a logical consequence of not completing the learning in the allocated time. This should never be more than 10 minutes as we value the importance of fresh air and exercise for everyone's well-being.
4. Occasionally, it may be necessary for a child to continue with their learning with the Headteacher or Inclusion Lead so that they can concentrate fully and engage with the learning. This may be a protective consequence so that all children can learn in a safe environment.

On the playground:

During lunchtimes a team of Learning Support Assistants carry out supervision of all children. The same guideline for behaviour applies as at any other time.

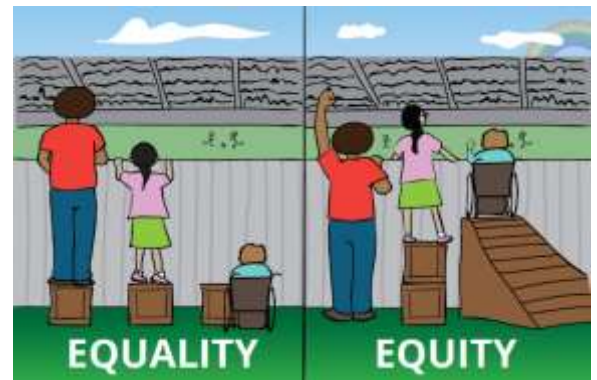
If a child behaves inappropriately, disregarding our whole school behaviour charter, then:

1. A verbal warning will be issued by the member of staff. This will use our core values to frame the expectation. For example, 'Remember to show love when you are playing with your friends by using kind words.'
2. A second warning will result in a 5 minute 'time out' as a protective consequence. The child will stand with the adult or sit at the side of the playground in a place that is visible to the adult.
3. Continued misbehaviour, or a more serious misdemeanour will result in the child being sent inside as a protective consequence and will need to explain their misbehaviour to the Headteacher, Inclusion Lead or the Key Stage Leaders.

All incidents will be recorded internally, using CPOMS which will be regularly monitored by the Headteacher (DSL) and the DDSLs so that any patterns and/or triggers may be identified. This also enables information to be stored securely, in accordance with data protection laws. Parents will be informed if inappropriate choices are demonstrated regularly, and an improvement is not seen.

The Equality Act

It is recognised that some children may need further extrinsic motivation than others. This may be age-related, or because of specific learning or behavioural needs.



As stated in The Equality Act, 2010:

'Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experiences by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.'

Equality and Equity are two strategies we can use in an effort to produce fairness. **Equity** is giving everyone what they need to be successful. **Equality** is treating everyone the same. **Equality** aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Pupils come to school with different baselines; therefore, they need different strategies and support – at different times - to help them succeed.

Celebrations and Rewards

We believe that celebrations can have a positive impact on well-being and outcomes. We try to differentiate between celebration and reward so that pupils don't become reliant on reward to meet expectations and boundaries. This supports and encourages positive behaviours and choices.

Celebrations

This is where we celebrate small steps and achievements through positive language, visuals and positive touch. We will always attempt to celebrate the process that the pupils have gone through to achieve success rather than the outcome. This helps us to teach and re-enforce positive behaviours and skills needed to be successful in the classroom. A weekly Celebration Worship supports these successes. There are opportunities for parents to be invited to specific Celebration Worships at the end of each half term and at other times, as applicable.

Rewards

This is where pupils will earn something tangible for sustained effort over a long period or for going 'above and beyond' i.e., completing additional learning tasks at home, showing great perseverance with something they would usually find tricky etc.

The rewards will range depending on the size of the achievement:

- Headteacher Awards – celebrating significant progress in learning or attitude.
- Merits – these are awarded weekly to children from each class who have shown one of our core values.
- Stickers – immediate reward for showing additional effort.
- Dojo Points equal House points – immediate reward for a wide range of things; these are collected and shared weekly in Celebration Worship.
- Stars in a jar – earned for achieving targets, working in fellowship with the class community and excelling in teamwork. These are accumulated as a class, over time. A class reward activity is then voted for by the children.
- Governor Awards – each half term, the class team select a child who has made significant progress across their learning or has overcome significant challenges and adversity.

Restorative Practice

As a Church of England school, we use Restorative Practice approaches to help improve behaviour and continue to build our sense of community. This helps pupils who have been upset by others' poor behaviour by expecting wrong doers to put right the upset they have caused. It also helps pupils who are involved in poor behavioural choices, so they can change their actions in a way that holds them fully responsible.

This is a way:

- To help resolve a disagreement and repair relationships.
- To understand how actions and words make another person feel.
- To find a fair and just way to get along.
- To seek a way of stopping the same thing from happening again.

Pupils will need to be ready to talk and regulated once more before Restorative Practice can take place. If there is a disagreement between pupils, then they will be asked to follow steps to resolve the disagreement.

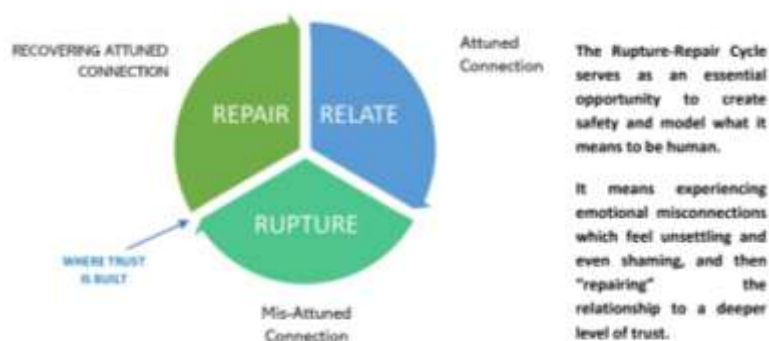
Occasionally, questions will be asked to pupils individually and responses shared with them separately. Adults will listen to each person who has concerns by asking them a set list of questions.

Restorative Practice Questions

- **What happened?**
- Each person shares their side of the story without interrupting each other
- **What were you thinking at the time?**
- Each person shares their thoughts without interrupting each other.
- **How were you feeling?**
- Each person shares their feelings without interrupting each other.
- **Who has been affected by this and how?**
- Talk about the other children or adults involved and how they might be feeling
- **What do you need to do to make things better?**
- Each person shares what they think should happen and come to an agreement.

To ensure that those who have been making poor behavioural choices can be held accountable they will be expected to take responsibility for their actions. The consequences, as outlined in this policy, will be followed. As part of our Christian ethos, we will encourage pupils to apologise for wrong-doing and we will also ask whether the wronged person can forgive the person who has caused them upset and accept their apology.

RELATE, RUPTURE, REPAIR



Research scientist Dr Suzanne Zeedyk shares with us that *'making up is more important than messing up.'* Dr Zeedyk refers to the everyday scenarios where relationships between two people go through a rhythm of relating (in relationship), a rupture happening in the relationship and then making a necessary repair to the rupture to return to relationship. The repair not only rewires patterns of behaviour; it also establishes trust.

This is known as the **RELATE–RUPTURE–REPAIR** cycle.

At the heart of a relational approach is **RELATIONSHIP** and **CONNECTION**. This will inevitably mean ruptures will happen in relationship. We are all human; we all get it wrong and make mistakes and we are helping children to manage big feelings in tiny windows.

We will spend approximately a third of our relationship with others in **RUPTURE**, a third of the relationship in **REPAIR** and therefore, only a third of this relationship in **RELATE** (connection). Rupture is normal. When repaired correctly, this can help build resilience and strengthen the connections in the relationship.

A Toolkit of Further Relational Strategies

“Thank You”, not “Please”

Say “Please” too often and you may sound like you are pleading!
Instead, follow this pattern: “[Child’s Name], [Instruction], Thank You”

Holly refuses to put her toys away: “Holly, toys in box, thank you”

Billy refuses to put his trousers on: “Billy, trousers on, thank you”

Alfie is jumping up and down on settee: “Alfie, bottom on settee, thank you”

Limited choices

Nice - Nice

A child reluctant to start adult instruction can be given two positive options to choose from.

“Are you going to use the spoon or a fork to eat your lunch?”

“Are you going to wear your coat or jumper out to play?”

“Are you going to do your learning with my special pen or pencil?”

“Are you going to tidy up your activity with your monster hands or crab hands?”

This gives the child a ‘win – win’ choice.

Nice-Not so Nice

Use a matter of fact, controlled calm voice:

“Either it’s finished/tidied now, or it will have to be done in your breaktime.”

“You need to come away from you reward time now or you won’t be able to have it later”.

“Come in now or miss your next break.”

Ear-shotting

The technique of speaking aloud within the child’s ear shot can be used in a variety of ways. The adult speaks out loud to another adult or child in the room within the child’s ear shot.

“Wow, I’m so proud of Zac this morning, he put his hand up rather than shouting out, he is definitely earning his target”

"I think Lucy can complete her learning if she reads it carefully, but I'm wondering if she would like one of us to help?"

"I can see Finley is looking very red in his cheeks, I'm wondering if he is feeling a bit cross, I'll check to see if the cushions are in the quiet space"

Reduce the 'No'

Sometimes we have to say "No", but for other times try this **instead**, "Yes, as soon as you have..."

"I want Megan to join me for my reward time."

"Yes, she can, although not today. She can come on..."

"Can I go on the iPad?"

"Yes, as soon as you have completed your task."

"I want to go outside?"

"Yes, you can in 10 minutes when it is breaktime."

Don't say Don't

Frame an instruction **POSITIVELY**. We often give children ideas of what to do when we are trying to get them to stop. We need to actively teach them how we want them to do something.

Try this, especially when restating rules:

"Walking down through the corridor, thank you." *rather than* "Don't run!"

"Put that down, thank you." *rather than* "Don't throw that!"

Next Steps

Our Relational Behaviour policy works for **most of** our children; however we must always acknowledge that behaviour is a form of communication and, whilst bearing in mind our school values, we recognise that there may need some reasonable adjustments for some children.

Therefore, it may occasionally be necessary to help children further with regulating their own behaviour. We utilise a wide range of nurturing strategies, such as 'soft starts', ELSA, Lego Builders, TALA, Drawing and Talking, Circle of Friends **etc.** to support all children in being ready to learn. This is alongside a wide range of inclusive strategies within the classroom that are part of our universal offer.

If these strategies are still not having the desired effect, we will want to support the children further through regular coaching conversations to help them to find a way forwards.

We may use a coloured card system to help the child identify what they are finding difficult and to help them find ways forwards. These targets will be identified between the child and class teacher and the Headteacher or **Inclusion Lead** will discuss these with the child throughout the day.

2026- 2027

A Green Card

A child will be issued one of these if there are consistently low-level inappropriate choices made, either in the classroom or on the playground. Each session will need to be recorded as to whether the child has demonstrated an effort to meet the target. The child will be expected to show their card to the Headteacher or the Inclusion Lead at the end of the day. Positive incidents will be shared, and next steps will be devised.

A Yellow Card

A child will be issued with a yellow card if there is no improvement in their choices or for a more serious incident. Parents will be contacted before this card is issued and it is expected that the class teacher will share, with the parents, what has gone well with the child's behaviour that day and what still needs to be improved on. If a child continues to make inappropriate choices, they will continue their learning, or break time, with the Headteacher either as a logical consequence or a protective consequence depending on the issue.

A Red Card

A red card will be issued if there is an escalation in the child's poor behavioural choices. This will also be issued for more severe incidents. Parents will be contacted and a meeting arranged with the Headteacher. A child will need to report to the Headteacher or the Inclusion Lead at the end of each day the parents will be informed of the day's progress against the targets. If there continues to be no improvement in behaviour, a child may need to miss an activity that is additional to the requirements of the National Curriculum. This may include outdoor learning, a school trip or similar or special privileges.

It is important to us here at St Alban's CE Primary School that poor behavioural choices are noted through these sanctions, however we believe that in an ethos of love and fellowship, and each pupil deserves a fresh start every day. However, a fresh start each day does not negate the need to learn from behaviours. Consequences – either natural, logical or protective - from an earlier action will still need to be actioned so that pupils learn.

Major breaches of discipline:

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to complete learning and sustained disruptive behaviour in class.

This type of behaviour is rare and is dealt with by the Headteacher or Inclusion Lead.

Procedures for Dealing with Major Breaches of Discipline

1. A verbal warning by the Headteacher or a senior member of staff as to future conduct.
2. Withdrawal from the classroom for a fixed period if appropriate.
3. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
4. An Individual Behaviour Management Plan is drawn up.
5. Referral to support agencies as appropriate.

If the problem is severe or recurring, then **fixed-term or** permanent exclusion procedures are implemented in line with county procedures.

Parents have the right of appeal to the Governing Body against any decision to exclude.

A very serious problem may result in the normal procedure being overruled and a child being taken home straight away. St Alban's CE (Aided) Primary School follows the Exclusions Guidance for Hampshire Schools, found at

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion/reasons>

This provides guidance on the role and use of exclusions and includes advice for parents. This guidance should be viewed in conjunction with the DfE guidance:

<https://www.gov.uk/government/publications/school-exclusion>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

<https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance>

Pupils conduct outside the school gates:

When undertaking a school visit, during school hours, our **Relational Behaviour Policy** will be applied. When pupils are in uniform, travelling to and from school the same high standards of behaviour are expected. The strategies and consequences outlined in this policy will apply in all cases.

Screening, searching and confiscation:

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions without consent where they suspect the pupil has certain prohibited items. Staff can confiscate any item which they consider harmful or detrimental to school discipline. (DfE 00056-2011)

References

'Curious Not Furious: Empowering children to take charge of their brains and their behaviour. A Practical Toolkit.' Alison Rendle and Kit Messenger, 2023. [Changing Chances CIC® - Meet Our Team](#)

Relational Policy – Primary Behaviour Support [Primary Behaviour Service \(hants.gov.uk\)](#)