



Behaviour and Relationships Policy

Approved by: Katie Hopkins

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Vision

At Hungerford Primary School, we believe that all children have the right to feel safe and secure and to feel that they belong.

We believe every child belongs—regardless of their behaviour, needs or background.

- Inclusion isn't reserved for students with identified needs—it is a right for all.
- We strive to create classrooms where every child feels accepted and understood.
- Exclusion is a last resort, not a default response.

We are committed to a relational, inclusive, and trauma-informed approach that prioritises **connection before correction**. Grounded in neuroscience and guided by compassion, our behaviour and relationship policy supports not only regulation and safety but also healing, belonging and growth.



What is Relational Practice?

Relational Practice is a whole-school approach grounded in empathy, attachment theory and an understanding of trauma. It sees behaviour not as something to be managed or punished but as a form of communication.

By prioritising emotional safety, trust and connection, Relational Practice aims to create an environment where all children feel seen, heard and secure which leads to emotional regulation, healthy relationships and effective learning.

At Hungerford Primary School, Relational Practice is a culture that is embedded across every policy and practice. We are proud to meet our children's relational and emotional needs alongside their academic ones.

Our Guiding Principles

1. We believe that all children have the potential to be the best they can be

Some children and young people don't know why they behave the way do. As a result of early negative experiences, their autonomic nervous system is convinced that all environments contain hidden threats. We understand that we all play a role in supporting a child to do better

2. Relationships are everything

Everything we do begins and ends with relationships.

From the child's perspective: Do they feel seen, heard and safe?

From the staff's perspective: Are we attuned, consistent and compassionate?

From school leadership: Are we prioritising relational time, training and trust?

With ourselves: Are we caring for our own wellbeing to stay regulated and present?

We understand that positive staff-children relationships have been shown to contribute to children's attendance, attainment, psychological engagement and reduced disruptive behaviours.

3. We accept all emotions—but not all behaviours

We welcome every feeling. However, we also set safe, respectful boundaries.

We see all behaviours as an opportunity to learn. We believe in the unconditional acceptance of the emotional experience that lies behind behaviour, whilst communicating that some behaviours are indeed unacceptable for the child's life as they get in the way of healthy relationship development or learning

We believe that discipline is based on the needs of the young person, not our adult wants.

We develop strategies aimed to work with a child's biology instead of against it

We understand that co-regulation must occur before self-regulation can be learned

We know that a child must feel safe and not be told they are safe

4. We identify and address the cause—not just the symptoms

Beneath every behaviour there is a feeling and beneath each feeling is a need. When we meet that need rather than focusing on the behaviour, we begin to deal with the cause not the symptoms. We understand that complicated behaviour deserves a more complex response which involves a personalised "in the moment" intervention rather than a one-size-fits-all response.

5. We foster a culture of compassion and repair

We model and teach compassion at every level:

Compassion to accept the individual experience: why people are suffering and what has happened to them.

Compassion of understanding: Everyone is doing the best they can with the resources they have inside them and around them at that moment.

Compassion of possibility in the here and now: Every interaction is an opportunity for repair, realignment and growth for a positive vision of the future and self

Compassion for the importance of voice, choice and empowerment: We give voice and offer choice within our relationships with children, families and staff and are inclusive in the process of transformation

Behaviour Principles

We use fantastic walking
We show brilliant listening
We use kind words only
We make safe choices
We are ready to learn

Promotion of positive behaviour

Use of precise and discrete praise
Giving children roles and responsibilities
Building relationships through pastoral support
Teaching children how to understand and regulate their emotions
Teaching children how to help each other and ask for help
Use of the My Happy Mind and PSHE curriculums

Early and Proactive Intervention

We act *before* a crisis.

- Early help, emotion coaching and pre-emptive support are embedded in our daily practice.
- Staff receive training to notice signs of overwhelm early and respond relationally.
- We plan collaboratively with children and families to build consistent, compassionate support.

When children do not follow our behaviour principles, staff respond quickly, calmly and consistently to restore a calm learning environment and help the child learn from what happened. We use a clear, short sequence so children know what to expect and can repair any harm.

- Gentle reminder: a clear, positive prompt to the expected behaviour.
- Clear warning: a brief, factual statement of the consequence if the behaviour continues.
- Private support conversation: the child is spoken to away from the group to understand what happened and agree next steps.

Staff will provide adult support to help the child understand and change their behaviour. Wherever possible we use restorative conversations to reflect, repair and agree next steps; these may take place during the lesson if it does not disrupt others or at break/lunchtime or another suitable time that supports the child's learning and wellbeing.

If concerns persist, staff will refer to a senior leader to review and strengthen the plan and involve parents/carers to agree a consistent approach. Fixed-term suspension is a last resort for very serious incidents or when all reasonable, proportionate measures have been exhausted; the school will follow statutory guidance and make reasonable adjustments for Children with SEND.

Reactive Intervention

If a child becomes significantly dysregulated despite planned, proactive support, staff will use a stepped, trauma-informed and proportionate response that keeps the child, other children and staff safe, preserves the child's dignity and focuses on rapid de-escalation, repair and next-step planning.

At Hungerford Primary School, we commit to walking alongside children—not against them—towards growth, safety, and success.