



Ainslie Wood
Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

2026

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1. Policy Statement

At Ainslie Wood, we believe every child has the right to feel safe, valued, respected and that they belong.

We recognise that wellbeing, relationships, attendance, learning and behaviour are closely connected. Children thrive when they experience

positive relationships, clear expectations and a strong sense of belonging within their school community.

Our approach combines high expectations with high levels of support. We seek to understand behaviour, teach emotional regulation, encourage responsibility and restore relationships when difficulties arise.

Through strong relationships, consistent practice and a restorative approach, we support children to become confident, resilient and responsible members of our community.

2. The Ainslie Wood Way

Belonging sits at the heart of everything we do.

We believe children are most successful when they feel connected to their learning, their peers and the adults around them. Our role is to create an environment where every child feels welcomed, understood and able to succeed.

We strive to:

- Connect before we correct.
- Understand before we judge.
- Support before we sanction.
- Repair harm when relationships are affected.
- Restore belonging following difficulties.

We combine compassion with high expectations, recognising that children need both support and accountability in order to grow and flourish.

3. Our Code of Conduct

Our school community is guided by three simple expectations:

Be Kind

Treat others with kindness, respect and empathy.

Be Safe

Make choices that keep ourselves and others physically and emotionally safe.

Be Responsible

Take ownership of our actions, learning and behaviour.

These expectations provide a shared language for children, staff and families and underpin all aspects of school life.

4. Our Aims

Through this policy we aim to:

- Promote a culture of belonging and inclusion.
- Foster positive relationships.
- Support emotional wellbeing and self-regulation.
- Encourage responsibility and accountability.
- Maintain high expectations for behaviour.
- Promote positive attitudes towards learning and attendance.
- Use restorative approaches to repair relationships.
- Work in partnership with families.
- Remove barriers to learning and participation.
- Celebrate effort, achievement and personal growth.

5. Relational Practice

Positive relationships are the foundation of our approach.

We recognise that behaviour can be a form of communication and that children's experiences, emotions and circumstances can influence the choices they make.

Our role is to support children to:

- Feel safe and connected.
- Understand and regulate emotions.
- Develop positive relationships.
- Learn from mistakes.
- Take responsibility for their actions.
- Successfully return to learning following difficulties.

All adults are expected to maintain children's dignity whilst holding them accountable for their choices.

6. Supporting Emotional Regulation

Emotional regulation is a key life skill and an essential foundation for learning.

Children are supported through:

- The Zones of Regulation.
- Explicit teaching of emotional literacy.
- Trusted adult relationships.
- Restorative conversations.
- Regulation strategies and resources.
- Safe spaces where appropriate.

Adults recognise that children must be regulated before meaningful reflection and learning can take place.

7. Consistent Adult Practice

Consistency creates safety, trust and predictability.

All adults at Ainslie Wood will:

- Build positive relationships.
- Use calm, respectful language.
- Maintain high expectations.
- Listen fairly and carefully.
- Support children to develop emotional regulation.
- Use restorative approaches.
- Celebrate positive choices.
- Support children to learn from mistakes.
- Avoid public humiliation or confrontation.

Children should experience the same values and expectations from all adults across the school.

8. Supporting Positive Choices

Positive behaviour is developed through teaching, modelling and practice.

We encourage children to:

- Learn to the best of their ability.

- Treat others with respect.
- Take responsibility for their actions.
- Show honesty and integrity.
- Demonstrate empathy.
- Persevere through challenges.
- Seek help when needed.
- Contribute positively to the school community.
- Make positive choices even when situations feel difficult.

We recognise that children may require different levels of support at different times and will respond accordingly.

9. The Ainslie Wood Relational Response Pathway

When difficulties arise, staff will follow a consistent relational approach:

UNDERSTAND



REGULATE



REFLECT



REPAIR



RESTORE



RETURN TO LEARNING

Understand

Seek to understand what has happened and consider any underlying needs or barriers.

Regulate

Support children to become emotionally ready for reflection and discussion.

Reflect

Help children consider what happened, who was affected and what could be done differently.

Repair

Support children to take responsibility and repair relationships where harm has occurred.

Restore

Rebuild trust and positive relationships.

Return to Learning

Ensure children feel ready, supported and able to re-engage successfully with school life.

10. Reflection and Repair

Where a child requires time for reflection following a significant behaviour or relationship incident, they will take part in a Reflect and Repair conversation with the Headteacher or a member of the Senior Leadership Team.

The purpose of this process is to help children understand what has happened, consider the impact of their choices, identify more positive strategies and repair relationships so that they can return successfully to learning. Reflect and Repair is a structured opportunity for children to learn, take responsibility and make positive behaviour choices. It is not intended to be punitive.

Where possible, Reflect and Repair will take place on the same school day. Where this is not practicable, the session may take place during the following lunchtime.

To minimise disruption to learning, Reflect and Repair sessions will always take place during lunchtime.

Following the discussion, children will complete a Reflect and Repair Form, which will be shared with parents and carers to strengthen communication and partnership between home and school.

Where a child completes three Reflect and Repair Forms within an academic term, parents or carers will be invited to meet with the Class Teacher to review any emerging patterns, identify barriers and agree strategies to support future success.

Where behaviour continues to be a concern, or where wider issues relating to wellbeing, SEND or safeguarding are identified, additional support and intervention may be considered in line with this policy.

11. Recognition, Celebration and Encouragement

At Ainslie Wood, we believe that recognising positive choices helps children develop confidence, motivation and a strong sense of belonging.

We celebrate:

- Kindness and empathy.
- Responsibility.
- Effort and perseverance.
- Achievement and progress.
- Positive relationships.
- Contribution to the school community.

Recognition may include positive feedback, communication with families, Class Dojo, certificates, assemblies, displays and leadership opportunities.

We strive to ensure that all children experience success and have their strengths recognised.

12. Working in Partnership with Families

Strong partnerships between home and school are essential to children's wellbeing, learning and behaviour.

We are committed to working with families through:

- Open communication.
- Mutual respect.
- Shared problem-solving.
- Celebration of success.
- Early support where concerns arise.

When difficulties occur, we seek to work collaboratively with families to understand barriers and identify solutions.

13. Additional Support and Inclusion

Some children may require additional support to help them regulate emotions, build relationships and experience success in school.

Support may include:

- Trusted adult check-ins.
- Individual support plans.

- Regulation strategies.
- Targeted interventions.
- Emotional Literacy Support (ELSA).
- External agency involvement.
- Early Help or multi-agency support.

Support will be tailored to individual needs and reviewed regularly in partnership with families and relevant professionals.

14. Behaviour, Wellbeing and Safeguarding

Behaviour, wellbeing, attendance and safeguarding are closely connected.

Changes in behaviour may indicate unmet need, emotional distress or safeguarding concerns. Staff are expected to remain professionally curious and consider the wider context surrounding a child's behaviour. Staff should always consider whether changes in behaviour represent a change from the child's usual presentation.

Where concerns arise, staff must follow safeguarding procedures and record information appropriately using CPOMS.

The Designated Safeguarding Lead (DSL) and safeguarding team will provide support and guidance where required.

15. Promoting Belonging

Belonging sits at the heart of our school culture.

We promote belonging by:

- Building positive relationships.
- Ensuring children have trusted adults.
- Listening to pupil voice.
- Celebrating diversity and individuality.
- Creating inclusive learning environments.
- Providing opportunities for participation and leadership.

Our aim is that every child feels valued, connected and able to succeed.

16. Equity, Inclusion and Respect

Ainslie Wood is committed to equity, inclusion and mutual respect.

We celebrate the diversity of our school community and expect all members of the community to treat one another with dignity and kindness.

Discrimination, prejudice, harassment or bullying relating to any protected characteristic will not be tolerated and will be addressed in accordance with school policies and procedures.

17. Responding to Serious Incidents

Whilst our approach prioritises understanding, regulation and restoration, there may be occasions where behaviour causes significant harm, places others at risk or seriously disrupts the school community.

In such circumstances, staff will act promptly to:

- Maintain safety.
- Prevent further harm.
- Support those affected.
- Establish an accurate understanding of events.

School leaders will investigate incidents fairly, consider any safeguarding implications and determine any necessary support, intervention or consequence.

Examples may include physical aggression, serious verbal abuse, discriminatory behaviour, bullying, deliberate damage to property or behaviour that places others at risk.

Each incident will be considered individually. Responses will always be proportionate, consistent and informed by professional judgement.

18. Bullying and Relational Harm

We recognise that friendship difficulties and conflict are a normal part of childhood. Bullying is different.

Bullying is behaviour that is deliberate, repeated and intended to cause physical or emotional harm. It is often characterised by an imbalance of power.

Bullying may be:

- Physical.
- Verbal.
- Social or relational.

- Racist.
- Homophobic.
- Transphobic.
- Disability-related.
- Online.

All reports of bullying will be taken seriously, investigated appropriately and recorded in line with school procedures.

Further guidance can be found in the school's Anti-Bullying Policy.

19. Suspension and Exclusion

Suspension and exclusion are serious interventions and will only be used when necessary.

The Headteacher will follow the current Department for Education guidance on Suspension and Permanent Exclusion when making decisions relating to suspension or exclusion.

Suspension or exclusion may be considered where behaviour:

- Causes serious harm or risk to others.
- Represents a serious breach of this policy.
- Significantly affects the safety, welfare or education of others.

In making any decision, the Headteacher will consider the individual circumstances of the child, including SEND, safeguarding considerations and statutory duties under the Equality Act 2010.

Parents and carers will be informed promptly and provided with information regarding their rights and responsibilities.

Following any suspension, the school will work with the child and family to support successful reintegration and a positive return to learning and belonging.

20. Monitoring and Review

The implementation of this policy will be monitored through:

- Behaviour records.
- Attendance data.
- Safeguarding information.

- Reflection and Repair processes.
- Pupil, parent and staff feedback.
- Suspension and exclusion data.

The effectiveness of this policy will also be evaluated through pupil outcomes and the school's culture of belonging.

The Governing Body will receive regular updates relating to behaviour, wellbeing, attendance and safeguarding.

This policy will be reviewed annually or sooner if required.

21. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Attendance Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- RSHE Curriculum
- Suspension and Exclusion Procedures
- Staff Code of Conduct

22. Conclusion

At Ainslie Wood, we believe that every child deserves to feel safe, valued and that they belong.

Through positive relationships, high expectations and restorative practice, we support children to develop the confidence, resilience and responsibility they need to thrive.

Our aim is not simply positive behaviour, but the development of compassionate, responsible and successful young people who contribute positively to their community and beyond.