



**SURREY HILLS ALL SAINTS
PRIMARY SCHOOL**

Presented to Local Committee	October 2025
Lead SMT	Headteacher
Approved by Local Committee on:	October 2025
Review Cycle:	Annual
Review Date:	October 2026

Behaviour and Relationship Policy

Our Shared Vision

The aim of the policy is to create a secure, inclusive and happy school, where we are all nurtured, grow and flourish together through building strong relationships and a sense of belonging.

He will be like a tree planted by the streams of water, that produces its fruit in its season, whose leaf also does not wither. Whatever he does shall prosper. **Psalm 1:3**

We expect all members of our school to adhere to Surrey Hill's six core Christian values of Aspire, Love, Believe, Achieve, Hope and Respect. These lie at the heart of the high expectations we have for behaviour in our school. We recognise that behaviour is communication and use nurture principles alongside restorative practices. We believe the best way to ensure positive behaviour is to make learning in class engaging, creative and fulfilling. Pupils achieving positive outcomes will flourish and the outcome of this vision is children thrive socially and academically.

Aims

- create an environment which encourages and reinforces our Surrey Hills expectations
- model acceptable standards of behaviour at all times in the day and teach effective learning behaviours
- promote respect and tolerance of all, through the building strong relationships

The Restorative Approach, Ready to Learn.

Restorative practice involves helping children think through their behaviour, its consequences and what they can do to make it better. We are giving pupils the skills to understand that their behaviour is their responsibility, to self-reflect and make more informed empathetic choices in the future. A clear process of select questioning helps pupils identify when and how they need to regulate and restore relationships.

Roles and Responsibilities

Reinforcing, expecting and modelling positive behaviour is a shared responsibility. Adults provide effective classroom culture and develop positive relationships with and between pupils by creating a culture of trust in their classroom.

All adults encountered by the children at school have an important role: model Surrey Hills expectations, use positive language and a restorative approach, recognise and respond consistently, calmly and empathetically to behaviours, follow our behaviour steps to help pupils to: understand the impact of their actions, take responsibility and understand how to repair a situation or conflict. At lunchtimes, mid-day supervisors support positive play in the lunchtime areas. The classroom is used in a variety of ways as a tool to promote positive behaviour and exemplify where behaviour has been positive. Senior leaders meet weekly to review behaviours. Communication with parents and carers is also key.

Behaviour-related praise system

Our emphasis on behaviour –related praise including reward systems is part of our classroom management strategy.

We believe that rewards have a motivational role, helping children to see that following expectations are valued. Rewards used include a range of both intrinsic and extrinsic strategies, whole school and individual. Celebration of children's work and effort is used to reward.

Consequences

Our behaviour for learning is clearly set out with visuals in each classroom of our Surrey Hills expectations. If these are not followed, a behaviour flowchart is followed consistently to address incidents so that children consider their actions and can restore relationships in line with the Paul Dix approach. Consequences range from a conversation to prohibit or discourage behaviour and to restore relationships, the withdrawal of privileges, a meaningful letter and, in exceptional circumstances,

following persistent incidents, suspension. This is further explained in our Suspension and Exclusion Policy.

In the case of children who leave the school site unexpectedly during the school day, it is the policy to call the Police and contact the parents. A member of the senior staff may follow if they deem it safe (for the child) to do so.

Rarely, when needed, de-escalation and Team Teach strategies are used to ensure the wellbeing of all children.


Discriminatory Incidents

The school follows The Good Shepherd Trust guidelines on reporting discriminatory incidents. Any behaviour towards another person(s) considered to be discriminatory in nature by any person(s) will be recorded using The Good Shepherd Trust Reporting guidelines.

Support


For pupils who are struggling with behaviour management, Surrey Hills will provide targeted pastoral support, intervention or mentoring by adults or peers (i.e. ELSA; positive play, circle of friends, peer buddies/mentors).

Surrey Hills Expectations



At Surrey Hills We Are All Ready to Learn

Click to add text



Ready to learn

Reminder

Warning

Move Seats

Time Out



At Surrey Hills We Are All Ready to Learn

Click to add text



Our Surrey Hills Expectations



Surrey Hills All Saints Expectations



Be Safe



Be Respectful



Be Your Best

Antibullying

Surrey Hills All Saints Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Aims

The Local Committee and staff at Surrey Hills All Saints Primary School regard the Anti-Bullying and Behaviour Policy as pivotal to developing each child as an individual by enabling them to reach their full potential through fostering positive behaviour and mutual respect. The policy promotes the Rights Respecting Agenda as set out by UNICEF.

We are committed to ensuring that children are happy, safe, and free from bullying and discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, which includes looked-after children, children with SEND, physical or mental health needs, young carers, will receive behavioural support according to their need.

- To create a safe learning environment which encourages and reinforces exemplary behaviour.
- To model acceptable standards of behaviour.
- For all adults to respond consistently to behaviour in the school.
- To encourage the involvement of both home and school in the implementation of this policy.
- To encourage children to take responsibility for their own behaviour and support others with their behaviour.
- To ensure that all children understand that we have high expectations of them, and that they know what those expectations are.
- To ensure that all members of the Surrey Hills community are valued equally and treated fairly by developing mutual respect and trust.
- To ensure pupils understand the rights of all children and that with these rights come certain responsibilities.

Anti-Bullying

Principles

We believe that:

- Bullying behaviour is unacceptable in any form.
- All children have a right to an education free from fear, harassment or degradation.
- Bullying behaviour is a problem not only for the victim and the bully but also the school and the wider community.
- All incidents of bullying will be dealt with promptly and effectively.
- Best outcomes follow when the school can work with parents / carers to address concerns about bullying behaviour and victimisation.

- The school will follow up all known incidents robustly with conversations with pupils, their parents / carers and provide support to solve the issues e.g. ELSA, restorative justice. Refer to AB for guidance.

Definition

Anti-Bullying Alliance defines bullying as: “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

Bullying can include:-

Physical	pushing, kicking, hitting, pinching, slapping, pulling hair or any other use of violence towards a person or their property.
Verbal	name calling, spreading rumours, teasing or comments about gender, race, disability, sexuality or sarcasm.
Emotional	excluding, tormenting, graffiti, gestures, humiliation, putting people down or spreading rumours, isolating others, hiding books or manipulation.
Sexual	unwanted physical contact, abusive comments, inappropriate touching or homophobic abuse.
Online Cyber	sending unfriendly emails, messages or pictures via the internet or a mobile phone. Social exclusion.
Indirect	can include the exploitation of individuals.

Specific examples of bullying:

Racist Bullying	an incident which is perceived to be racist by the victim or any other person. This can be in the form of:
	verbal abuse, name calling, racist jokes, offensive mimicry
	physical threats or attacks
	inciting others to behave in a racist way
	racist graffiti or other written insults, even against food, music, dress or customs
	refusing to co-operate in work or play
Sexual Bullying	this is generally characterised by:
	abusive name calling

	looks and comments about appearance, attractiveness, emerging puberty
	inappropriate and uninvited touching
	sexual innuendos and propositions
	unsuitable pictures e.g. in magazines, graffiti with sexual content

Sexual orientation	this can happen even when children are young and do not necessarily understand the implications of what is said. Just being different can be enough. This can be in the form of:
	use of homophobic language
	looks and comments about sexual orientation or appearance

SEN or Disability	these children are often at greater risk of bullying. This can be characterised by
	name calling
	comments on appearance
	comments with regard to perceived ability and achievement levels

Cyber Bullying	Technology has provided a new medium for 'virtual' bullying, which can occur in or out of school at all times of day with a potentially bigger audience
	Denigration – This is when someone may send information about another person that is fake, damaging and untrue.
	Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive.
	Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

Bullying has been described by children as	name calling teasing physical abuse e.g. hitting, pushing, pinching or kicking having personal possessions taken e.g. bag or football being forced to do things they don't want to do being ignored or left out being attacked in any way due to gender, sexuality, disability, appearance or racial or ethnic origin
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The school takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve racist, sexist, disablist or homophobic elements. In such cases these issues will be specifically addressed with the bully (and his/her parents/carers where appropriate) in the course of post incident management.

Scope

This policy applies to all incidents of bullying which take place on school premises or during school activities that may take place offsite e.g. sports competitions, residential visits and incidents that are off site.

However, the school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school thus:

- If it emerges that a pupil is responsible for bullying other children outside school then this matter will be addressed. Parents / carers of involved children will be informed.
- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents / carers will be informed.
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents / carers.
- Whilst travelling to school, if a child is being bullied by pupils from another school then the Head teacher of that school will be informed.

Prevention

Surrey Hills All Saints Primary School will be proactive towards anti-bullying. All staff have a responsibility for dealing with this problem. Children will have their awareness of the issue raised at a number of levels through assemblies, the PSHE curriculum, circle time, and be informed of School's expectations about the unacceptability of bullying behaviours and what to do if they experience or are aware of bullying by others.

At an individual level, children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance through a range of strategies including ELSAs, the Home School Link worker, peer to peer support, Inclusion Officer and Surrey Specialist Teams.

Surrey Hills All Saints Primary School will be vigilant for signs of bullying. We recognise that there are particular times when children may be more vulnerable to bullying – lunch and break times particularly.

Arrangements will be made including zoning the play areas and providing a lunchtime club for particular children, to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Reporting and responding to bullying

We will ensure that all pupils understand that if pupils feel they are being bullied, they should:

- try to stay calm and be confident.
- ask the person to stop if they can.
- get away from the situation as quickly as possible.
- tell a member of staff straight away - children are encouraged to speak to a member of staff who will then follow the correct procedure outlined in this policy.
- tell a friend or their parent or carer.

If they witness the bullying, they should:

- try and calm the situation and help stop the bullying.
- report the incident to a member of staff.
- tell their parent/carer.

Involvement of Parents/Carers

Surrey Hills All Saints Primary School recognises the important part parents/carers play in supporting their children and promoting change. The school welcomes the active involvement of parents/carers in bringing this problem under control. Parents/carers will be kept informed of any concerns the school has about their children in relation to this issue.

If a parent/carer feels their child is being bullied, we ask that they:

- report the incident to the school, initially to the class teacher (please bear in mind that the school may not know your child is being bullied when you report it).
- talk to the child about the bullying to find out details of times, places and people involved.
- talk to the child about ways to can make the situation better.
- keep in contact with the school about the progress of the situation.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents.

School Staff

All staff are responsible for the rigorous application of this policy and ensuring that the incidents falling within the school's definition are properly recorded and monitored. Staff will always use a restorative approach when dealing with bullying incidents and any sanctions will be applied appropriately and fairly.

Restorative approaches get everyone who has been involved in a conflict or have been in a difficult situation together, to talk about what has happened. Everyone involved has their say and is asked to listen to all of the views of the people involved. When all views have been shared, everyone takes part in agreeing what needs to happen to put things right and stop the same thing happening again.

Working in this way helps people who have been hurt because they can tell the person hurting them how it makes them feel. It helps the people doing the hurting to think about what has happened. It can change the way they behave so that they can stop getting into trouble, as well as getting better at making and keeping friends.

By talking it through, it can help sort out the problem and make it easier to fix what has gone wrong. This means any harm done can be repaired and people feel OK with each other again.

Most incidents will be dealt with initially by the class teacher, with the Senior Leadership Team and Head Teacher being involved when necessary. Some incidents may also require the use of outside agencies. Staff who supervise children at lunchtimes are given the relevant training needed to deal effectively with bullying. All incidents will be recorded on the electronic behaviour log.

Post Incident Responses

Surrey Hills All Saints will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. Surrey Hills Primary School will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:-

For the Victim	Protection/sympathy/empathy/counselling and advice on how to avoid future incidents, mediation (where appropriate) and support.
For the Bully	Reinforcement that bullying behaviour is unacceptable, proportionate use of fairly and consistently applied sanctions (possibility of exclusion for serious cases); advice and instruction on how to behave better; reinforcement and support for improved behaviour. The school will always take a restorative approach before considering other options.

Recording bullying / evaluation

All incidents of bullying will be recorded by the school and a record of the action taken will also be made. Initial incidents will be recorded by class teachers who may then pass information on to the DSL¹ or Head Teacher if needed.

The Head will provide an annual report on bullying to the Local Committee.

Reviewing the Policy

This policy will be discussed with all school staff along with an evaluation of how well the policy is working. It will then be amended as necessary.

Parents/carers and children will be informed of amendments to the policy/when the policy has been reviewed.

¹ DSL Designated Safeguarding Lead