



# **Thames Ditton Infant School**

## **Statement of General Principles: Relationships and Behaviour Policy**

### **2026-27**

**Written By:** Board of Governors

**Approved By:** Safeguarding & Wellbeing Committee

**Ratified By:** Full Governing Board

**Date Approved:** 8<sup>th</sup> May 2026

**Next Review Date:** Summer 2227

## Thames Ditton Infant School

### Statement of General Principles: Relationships and Behaviour Policy

The governing board of Thames Ditton Infants School (TDIS) has approved this statement to provide the Headteacher with a clear framework of principles on which to base the school's Relationships and Behaviour Policy. The governing board delegates the development, implementation, and day-to-day management of the policy to the Headteacher, whilst retaining responsibility for scrutinising its impact and ensuring it meets statutory requirements. These principles aim to ensure that the policy promotes the highest standards of behaviour, fosters positive relationships, safeguards pupils and staff, and supports a safe, inclusive, and nurturing learning environment.

**1. Ethos and Values** - The policy should reflect the school's core values, promoting respect, kindness, integrity, and responsibility. It should reinforce a culture where positive relationships form the foundation of effective learning and personal development, and where every member of the school community feels valued and respected.

**2. High Expectations for All** - All pupils, regardless of background, ability, or protected characteristic, should be expected and supported to demonstrate positive behaviour. Expectations should be clear, consistent, age-appropriate, and effectively communicated to pupils, staff, parents, and the wider community.

**3. Promotion of Positive Behaviour** - The primary aim of the policy should be to encourage, recognise, and celebrate positive behaviour and attitudes. Preventative and relational approaches should be prioritised over reactive or corrective measures, with an emphasis on building the conditions in which positive behaviour can flourish.

**4. Consistency and Fairness** - Behaviour management should be applied consistently across the school. Responses must be fair, proportionate, and free from bias. Staff should receive the training and guidance necessary to implement the policy reliably and confidently, and the school should monitor outcomes to identify and address any disproportionate impact on particular groups of pupils.

**5. Safeguarding and Wellbeing** - The policy must contribute to a safe environment where pupils feel secure, valued, and listened to. It should support pupils' mental health and wellbeing and recognise that behaviour may be influenced by additional needs, trauma, or other vulnerabilities. The policy must also address peer-on-peer abuse, including bullying and sexual harassment, in line with Keeping Children Safe in Education, making clear that such behaviour is never acceptable and will be responded to promptly and appropriately.

**6. Inclusion and Equality** - The policy must comply with the Equality Act 2010 and ensure that all pupils are treated with dignity and respect regardless of age, disability, race, religion or belief, sex, or any other protected characteristic. Reasonable adjustments should be made for pupils with SEND or other particular needs, whilst maintaining high expectations for their behaviour and ensuring that outcomes are monitored for fairness across all groups.

**7. Restorative Approaches** - Where conflict or harm occurs, the policy should promote restorative strategies that repair relationships, encourage accountability, and support reintegration into the school community. These approaches should be embedded in everyday practice rather than reserved solely for serious incidents.

**8. Suspensions, Exclusions, and Serious Incidents** - The policy must set out a clear and proportionate framework for responding to serious breaches of behaviour, including the use of suspension and permanent exclusion as a last resort. All such decisions must comply with the DfE's Suspension and Permanent Exclusion guidance and must have regard to the needs and vulnerabilities of the pupil concerned. The governing board should be appropriately informed of exclusions and fulfil its statutory duties in reviewing them.

**9. Online Behaviour and Conduct Beyond the School Gate** - The policy should address pupil conduct in online environments and on social media, particularly where such behaviour affects the wellbeing of members of the school community. The school should make clear its expectations in this regard and its approach to responding where online conduct causes harm.

**10. Partnership with Parents and Carers** - The Headteacher should ensure the policy fosters strong communication and partnership with parents and carers. Families should be informed, engaged, and supported in reinforcing positive behaviour, and the school should seek to work collaboratively with families, particularly where concerns arise.

**11. Staff Conduct and Responsibilities** - All staff should model the behaviours and relationships expected of pupils. The policy should outline expectations for professional conduct, safeguarding responsibilities, and relational practice, and should ensure that staff feel supported and equipped to manage behaviour effectively and confidently.

**12. Safe and Orderly Environment** - The policy should support the creation of a calm, structured, and purposeful environment where effective teaching and learning can take place. Routines, boundaries, and consequences should be clearly understood by all and applied in a manner that supports safety, dignity, and wellbeing.

**13. Monitoring, Review, and Accountability** - The Headteacher should ensure that data on behaviour, including incidents, suspensions, and exclusions, is monitored regularly and used to inform practice. The governing board should receive regular reports on behaviour to enable effective scrutiny. The policy should be reviewed at least annually to evaluate its impact and ensure it remains aligned with statutory guidance, including the DfE's Behaviour in Schools guidance and Keeping Children Safe in Education, and the evolving needs of the school community.

**14. Pupil Voice and Engagement** - Pupils should have meaningful opportunities to contribute to the development and ongoing review of behavioural expectations, promoting ownership, responsibility, and respect within the school community. The school should demonstrate how pupil views have been considered in shaping the policy.