Behaviour, Relationships and Regulation Policy

Agreed by the Governing Body in:	October 2026
Review Date:	October 2027
Review Schedule:	Annually
Person(s) Responsible:	Michael Smith

Behaviour, Relationships & Regulation Policy

1. Aims, Purpose & Implementation

This policy aims to:

- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management;
- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination (Appendix 1);
- Outline how pupils are expected to behave;
- Outline ways in which children can be rewarded for excellent behaviour and ways in which we can address unacceptable behaviour in a restorative way.

We aim to ensure that all children achieve their full potential and develop emotional resilience and independence through a wide and enriched curriculum. Positive behaviour choices are crucial in this goal, as it will help us to maintain a calm and inclusive learning environment for all. At Stamford Park Primary School, we also understand that behaviour of any kind is communication and that a child may need support when presenting with challenging behaviours. We aim to ensure that all children feel they are able communicate their emotions and motivations to a trusted adult if they feel support is needed.

As a school and a community, we are committed to developing vital skills in our children, to encourage them to become lifelong learners. We aim to do this by promoting the behaviours that enable the children to succeed throughout their life. Our approach is to foster a supportive and stimulating environment in which good behaviour and cooperative relationships are modelled effectively.

At Stamford Park Primary school, we strive to develop skills that empower our children to fulfil their potential as independent, creative thinkers.

Below are our key values. To ensure consistency across the school, we use these values as the four cornerstones of how we operate as a school:

Consideration

Cooperation

Resilience

Respect

2. Legislation and Statutory Guidance

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Restrictive interventions, including use of reasonable force, in schools
- Supporting pupils with medical conditions at school

- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

3. Roles and Responsibilities

The Governing Board

The Governing Board will:

- Review this behaviour policy in conjunction with the Headteacher (Sarah Price).
- Monitor the policy's effectiveness during termly briefings.
- Work with the Headteacher and Behaviour Lead (Michael Smith) to ensure our values align to the school's development plan.
- Hold the Headteacher and senior leadership team to account for its implementation.

The Headteacher and Behaviour Lead

The Headteacher (Sarah Price) and Behaviour Lead (Michael Smith) are responsible for:

- Reviewing this behaviour policy in conjunction with the governing board.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Seek feedback on the effectiveness of this policy when reviewing.
- Support staff in responding to behaviour incidents.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Upholding the four key values of the school, which lead to an effective and safe learning environment.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording relevant behaviour incidents using CPOMS online system.
- Understanding children's behaviour is communication and support children when dealing with complex or difficult emotions.

Staff will aim to develop a positive relationship with all pupils and foster an effective learning environment, which may include:

- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.

- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement to show the behaviours we like to see.

Parents / carers

Parents / carers are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work with staff as a team to find solutions to any behavioural difficulties the child is experiencing.
- Support and assist staff by ensuring a consistent message of high behaviour standards in school is shared with the children.

4. Pupil Code of Conduct

Pupils are expected to follow the four key values at all times when in school:

Consideration

Being polite to others

Being tolerant of others' differences

Celebrate how unique we are

Using kind words in school

Cooperation

Working together to achieve learning success

Acting as a role model to other children in the school

Being a team player in class as well as the wider school community

Resilience

Arrive at school ready to learn

Try your best in all your lessons

Have a positive attitude to their own learning

Be a good friend and include others

Grow from our mistakes, they help us learn

Respect

Showing respect to others in school – Including staff and pupils

Respecting property of others and the school

Listening and valuing the opinions of others

Children are also expected to refrain from behaving in a way that brings the school into disrepute, including when outside school and when online.

5. Induction

Staff induction and training

- All staff who join Stamford Park Primary School will be required to read this policy as part of the on-boarding process. Initial training and ongoing support will also be offered to ensure the standards and expectations of all persons in school are clear and consistent for all stakeholders within school.
- Regular training will take place in school to all staff as needed to revisit the behaviour expectations of the school and effective ways to manage behaviour in all forms.

Child induction and education on the behaviour system

- When a child joins our school, the behaviour management system will be communicated to them at the earliest opportunity to ensure they have a clear understanding of what is expected of their behaviour.
- The child and parent will be able to view this policy and other supporting materials on the website to ensure transparency and clarity.
- As pupils transition through the school, behaviour expectations and values will be revisited to ensure a consistent message from Nursery to Year 6. This is done through collective assemblies, in class displays, reminders from staff and in class JIGSAW sessions.

6. Behaviour Management System

Whilst the expectation of our school is that all children come to school ready to learn and act in accordance with our 4 key values, we recognise the need to reward displays of good behaviour and support children who present behaviour below our standards. Therefore, we use a whole school behaviour system that is designed to celebrate behaviour that emulates our values, whilst also having a levelled process to respond to behaviour that is unacceptable.

We also recognise that some children will struggle with the idea of working within this framework, and where necessary, will work with the child, families and staff to make reasonable adjustments to meet their needs. These could be due to Special Educational Needs, previous trauma, attachment need or a variety of other situations.

Reasonable adjustments do not mean that inappropriate or unsafe behaviour is ignored; rather, the school's response, support and consequences may be adapted to ensure they are appropriate, effective and equitable.

Possible rewards for excellent behaviour

- **Personalised verbal praise** is our main vehicle to reassure and reward the children for behaving in an appropriate way. We believe this has a lasting impact on the children and will establish a strong relationship between the children and staff that leads to trust. Our staff are committed to offering consistent and clear verbal praise to all children who show good behaviour.

- **Value Tokens** are a key part of our whole-school approach to promoting positive behaviour and developing intrinsic motivation. When children demonstrate one of our four core values — **Respect, Consideration, Cooperation, and Resilience** — they may be awarded a *Value Token* (represented by a pom pom) by any member of staff. These tokens are collected in a class jar and reflect the collective effort of the group, rather than individual achievement. Once a class fills their jar, they agree on a class reward in

collaboration with their teacher. The class then brings their full jar to assembly, where the tokens are added to the school's **Value Towers** — visual representations of our shared progress. When the towers reach the top, the entire school receives a community reward, chosen by staff and designed to be inclusive and fun. This system reinforces teamwork, shared responsibility, and the idea that positive behaviours contribute to a greater good.

- **Special Mentions** are given to two children in each class per week. These are for children that have consistently gone above and beyond in class, showing excellent behaviour in at least one of our value areas. There is also an option for staff to give an award to a child anonymously during special mentions assembly for things they have seen around the school during the week.

- **Headteacher's Awards** are available as a special award for any child across the school that Mrs Price thinks has shown all of the values in an outstanding way. This will consist of a certificate and letter to be sent home to parents / carers.

To ensure a differentiated approach to meet the needs of all children, we have adapted our system to suit the needs of each Key Stage. This enables staff to tailor their approach to suit the needs of the children.

Consequences for unacceptable behaviour

- **Non-verbal cues** can take place during a lesson or break times, which may help a child to return focus where needed or stop the negative behaviours.

- **Teacher time** is an opportunity for the staff member to meet with the child for a couple of minutes after the lesson, or as soon as possible during that day if low level behaviours are being seen in lessons. This time will act as a chance to reflect together and allow the staff member to help the child co-regulate and communicate what they are having difficulties with. This restorative approach aims to build the relationship of trust between the adult and child, leading to reduced incidents going forward.

- **Verbal reminders** of the expectations of the school and that the behaviours being shown by the child are in contradiction with one or more of our key values. This will be done in conjunction with the mental health and wellbeing principle of Zones of Regulation to ensure staff are aware of the child's emotional state at that moment.

- **Second and Final Reminder** if a pupil continues to find it difficult to meet expectations, further reminders may be given. For behaviours that are disrupting learning, staff will normally provide an initial reminder followed by up to two further reminders before considering additional support or a change of learning environment. Staff will always apply professional judgement and may adapt this approach according to the needs of the child and the circumstances of the incident.

- **Reflection time** takes place during lunchtimes daily and is for more severe behavioural incidents as a way for the child to reflect on the situation in a restorative way. The child discusses this with a member of the senior leadership team, be reminded of the expectations of behaviour in our school and discuss anything further the school can do to support the child and when appropriate, will return to class. A parent or carer will then be contacted to ensure this discussion is shared and any next steps are covered, as well as any questions answered.

- **Supported Learning Space** is designed to be a short-term regulation and learning support strategy. When a pupil is unable to engage successfully in learning despite support and reminders, they may be asked to

complete their work in an alternative supervised space for a short period (within a day). This is intended to help the pupil re-engage with learning while ensuring the learning of others can continue uninterrupted. Parents / carers will be informed if this occurs.

- **Separation from Class and Individualised behaviour plan** – A personalised behaviour plan will be created in conjunction with the class teacher, parents / carers, pupils and the Behaviour Lead to discuss recent patterns in unacceptable behaviour. The meeting will aim to implement targets for the child to follow that are agreed by all parties. The child will then also meet regularly with the Behaviour lead during the day to catch up and feel supported in their efforts. In addition, at SLT's discretion, a decision may be made for the pupil to be removed from the main classroom and taught in a one-to-one provision in a separate space. This may be due to repeated incidents or incidents linked to keeping pupils and staff safe. Any longer-term arrangement will be exceptional, time-limited, regularly reviewed and planned with the aim of successful reintegration into the child's usual learning environment.

- **Suspension and permanent exclusion** – In extreme cases, sanctions including suspension and permanent exclusion will be considered. These decisions will be taken in line with the school's Suspension and Permanent Exclusion Policy.

Staff use these approaches flexibly, proportionately and equitably, recognising that children may require different levels of support at different times. While the school generally follows a graduated approach of reminders and restorative conversations, staff will use professional judgement when responding to behaviour, taking account of a child's age, SEND, circumstances and individual needs. Where a pupil is supported to work in an alternative learning space, parents / carers will be informed and offered the opportunity to discuss the support provided and next steps.

7. Restrictive interventions and reasonable force

The school follows current DfE guidance on *Restrictive interventions, including the use of reasonable force, in schools*. Reasonable force will only be used where it is necessary, reasonable and proportionate in the circumstances. Staff will seek to prevent and de-escalate situations wherever possible. A number of staff are trained in TEAM TEACH approaches. Significant incidents involving the use of reasonable force, and any use of seclusion, will be recorded and reported to parents / carers in accordance with statutory requirements. Incidents will also be reported to the Headteacher and recorded through the school's agreed recording systems.

8. Confiscation

Any items that staff reasonably believe may be harmful, unsafe or detrimental to the orderly running of the school will be dealt with in accordance to this section. In the first instance, a staff member will check why the pupil has brought the item into school. If the staff deem the item unsuitable for school, they will confiscate the item and store it safely and securely. These items will be returned to pupils after discussion with senior leaders and parents / carers, if appropriate.

Any search of a pupil or their possessions will be undertaken in accordance with current DfE Searching, Screening and Confiscation guidance and the school's safeguarding procedures.

If children are allowed by parents / carers to bring a phone to school, this needs to be turned off on entry to the grounds and handed to the office immediately for storage until the end of the day. Children found with phones during the school day will receive a verbal reminder of the expectations concerning personal devices.

Appendix 1 – Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Persistent refusal to follow reasonable adult instructions or engage with learning, following appropriate support
- Deliberate/repeated non-compliance with school expectations, where appropriate to the child's age and circumstances
- Not demonstrating the school's values (Respect, Resilience, Cooperation and Consideration)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, sexual assault, harmful sexual behaviour or other inappropriate sexual contact
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting or acting in an aggressively physical way
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Child-on-child abuse – Forms can vary in accordance with the above categories

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- S.T.O.P (Several Times On Purpose)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites