



Stallingborough Church of England Primary School

Sowing the seeds so that all can flourish

Behaviour & Relationships Policy September 2026

Policy Status: Statutory

Review Frequency: Annually

Approval Required by: Governing Body

Approved by: Emily Powell (Headteacher)

Date: 8th October 2026

Last reviewed on: 1st September 2026

Next review due by: September 2027

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Vision

At Stallingborough Church of England Primary School, we are committed to creating an environment where every pupil can flourish and achieve their full potential. We believe that pupils are entitled to benefit from teaching of the highest quality and we are committed to our vision –

Sowing the seeds so that all can flourish.



Foundations
Love
Opportunities
Unique
Rooted
Inclusive
Safe
Happy

We aim to sow the seeds of excellence through providing a learning environment that builds secure **foundations** and provides **opportunities** for every member of our Stallingborough family to enable all to **flourish**. We recognise each of our children as **unique** individuals and seek to build a diverse and **inclusive** community **rooted** in **love** and united by common Christian values and aspirations. Our pupils feel **safe** and **happy** and we look towards a future in which each member of our school community feels empowered to make a difference to our world.

Our vision is firmly rooted in Scripture from the bible based on Jesus' parable of the mustard seed found in Matthew's gospel.

Jesus' parable of the mustard seed

'He told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.'

Matthew 13.31-32

Our vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live.

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Over recent years, Stallingborough C of E Primary School has embedded an approach to behaviour rooted in **unconditional positive regard**, where every child is valued, supported, and understood regardless of their behaviour. This philosophy—grounded in connection, compassion, and consistency—now underpins our daily practice and is deeply woven into the culture of our school. As a result, this behaviour policy is not a radical change, but a continuation and strengthening of the relational approaches we already use. It builds on strong foundations and shared understanding across our staff team. We are proud that **Mr Williamson (Assistant Headteacher)** is a **Positive Regard Specialist Leader**, and his expertise has been instrumental in developing this inclusive, restorative, and emotionally intelligent behaviour model.

1. Our Approach

At Stallingborough C of E Primary School, we take a restorative, relational approach to behaviour. Grounded in neuroscience, psychology and trauma-informed practices, our policy reflects the work of experts such as Dr Bruce Perry, Paul Dix and Mark Finnis.

We uphold high challenge and high support—ensuring all children are held to high expectations while being supported to succeed. Our policy encourages connection before correction, and recognises the emotional and developmental needs of each child.

2. Our Learning Expectations

From our Christian Values of:

Respect – Friendship – Courage – Perseverance – Thankfulness – Forgiveness
we have derived our 6 principles to guide our behaviour and shape our community:

Our Bee-liefs

- Be Polite
- Be Kind
- Be Brave
- Be Determined
- Be Thankful
- Be Forgiving

We model and teach these expectations explicitly and use them to guide recognition, reflection, and correction. They are embedded in our curriculum, culture, and everyday interactions.

3. Aims of the policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils.

LEGISLATIONS, STATUTORY REQUIREMENTS AND DOCUMENTATION

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016

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- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the 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 to 94 of the Education and Inspections Act 2006, which requires 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.

4. Purpose of the policy

The purpose of this policy is to provide clear, consistent guidance for all members of the school community on how we promote, model, and manage behaviour. It is designed to:

- Establish a shared understanding of expectations, responsibilities, and routines.
- Promote positive behaviours that enable effective learning and respectful relationships.
- Create a culture of inclusion, belonging, and emotional safety.
- Provide a framework for addressing behaviour that falls short of expectations through relational, restorative, and proportionate responses.
- Ensure a whole-school approach that supports every child to flourish both academically and personally.

5. Our Principles of Behaviour

At Stallingborough C of E Primary School, our approach to behaviour is grounded in dignity, compassion, and high expectations. These core principles guide all staff in maintaining a consistent, respectful, and relational environment where every child can thrive. They reflect our belief that positive behaviour stems from strong relationships, clear boundaries, and a shared commitment to helping children grow socially, emotionally, and academically. Our principles of behaviour are:

- Use calm and respectful voices: Staff never raise their voices at children. Calm, respectful communication is non-negotiable.
- Show compassion: Staff model compassion and kindness in all interactions.
- Relationships come first: Strong, trusting adult-pupil relationships are foundational to behavioural success.
- Everyone is recognised: We ensure that pupils who consistently meet expectations receive just as much attention and celebration as those who require behavioural support.
- Behaviour is always addressed: We challenge all inappropriate behaviour calmly, directly, and with respect.

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- Reflective repair: Restorative conversations are used to repair relationships and rebuild trust after conflict.
- Natural and logical consequences: Behaviour is followed by proportionate consequences that help children learn (e.g. missed learning to be caught up in children's own time).

6. Our Non-Negotiables: Expectations for Staff Behaviour

As adults, we model the behaviours we expect from our pupils. Therefore, all staff are expected to:

- Never shout or use an unkind tone; our communication must remain calm, respectful, and emotionally regulated at all times.
- Maintain professional, warm, and consistent relationships.
- Use quiet, relational, and non-threatening approaches when addressing behaviour.
- Maintain high expectations for all children, including those who require additional support.

7. Our Non- Negotiables: Expectations for Pupil Behaviour

At Stallingborough, all children are supported to meet high expectations for behaviour and conduct. These non-negotiables are essential to creating a safe, respectful, and inclusive learning environment for everyone. They are taught explicitly, modelled by staff, and reinforced consistently across the school day.

All pupils are expected to:

- Treat others with kindness and respect, showing care in words and actions.
- Follow adult instructions promptly and politely, the first time they are given.
- Physical violence of any kind will not be tolerated. Pupils must keep themselves and others safe by avoiding any form of physical aggression, including hitting, kicking, pushing, or any unwanted contact.
- Speak kindly—no unkind language, name-calling, or inappropriate words.
- Move safely and calmly around the school building and grounds.
- Take responsibility for their actions, using restorative conversations to reflect and repair.
- Care for the school environment, including equipment and displays.
- Tell an adult if they or someone else feels unsafe, worried, or hurt.
- Try their best in all lessons, showing determination, curiosity, and resilience.

These expectations are rooted in our six school Bee-liefs – to be determined, forgiving, thankful, kind, brave, and polite. They apply to all school contexts, including classrooms, corridors, playgrounds, and when representing the school off-site.

Failure to meet these non-negotiables will be addressed through a relational and restorative process, with appropriate support and logical consequences to help children make better choices moving forward.

8. Recognising the Good- Including the 'Always-Good'

We actively recognise all children, especially those who consistently model our school expectations. Recognition strategies-verbal cues.

- Positive phone calls or verbal comments at drop-off/pick-up.
- Postcards sent home.
- Celebration assembly certificates and weekly awards.

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- SLT-led “Afternoon Tea” for pupils nominated for Flourish Friday Worship.
- The “Golden Leaf Award” – this special award is given to one pupil in each year group every half term and recognizes a pupil that has stood out for their effort and attitude across the half term.

We make recognition personal, specific, and meaningful—reinforcing the why behind positive behaviour.

9. Supporting Pupils in Moments of Dysregulation

Our support is high challenge, high support. Children are encouraged and enabled to meet expectations through:

- Under-the-radar reminders, not public reprimands.
- Calm, respectful communication at all times: staff use calm, regulated, emotionally intelligent language and tone at all times.
- Check-in and check-out routines: Each day begins and ends with a personal check-in to strengthen relationships and prepare children emotionally for the day.
- Movement breaks, often facilitated by the class teacher or TA, to support regulation and build connection.
- Use of the Blossom Room (indoor sensory room) or the Garden of Eden (outdoor sensory garden) as a calm, restorative space for children to de-escalate or self-regulate.
- ‘Change of face’ approaches, where another trusted adult can step in to support.
- Further support from Learning Mentor

10. Consequences: Logical and Natural

We do not believe in punitive punishment. Instead, we use logical and natural consequences that teach accountability and promote repair. These consequences are proportionate, respectful, and focused on learning rather than shame. Examples include:

- If learning is missed, it is caught up during break or lunchtime.
- If something is damaged, it is repaired or replaced.
- If someone is hurt, an apology or act of kindness follows.
- If trust is broken, steps are taken to rebuild it through restorative conversations, agreed actions, and time to re-establish connection.

Consequences are always explained clearly to the child, connected to the behaviour, and followed through consistently. Our aim is not to punish, but to help children understand the impact of their actions and how to make better choices in the future.

11. The restorative conversation

Restorative conversations are a central part of our approach to behaviour and relationship repair at Stallingborough C of E Primary School. They take place once a child is calm, regulated, and ready to reflect. These conversations are never rushed and are always delivered in a calm, respectful manner by an adult who is invested in the child's wellbeing.

The purpose of a restorative conversation is to help children understand the impact of their actions, take responsibility, and be guided towards making things right. They are used after incidents of conflict, disruption, or any situation that has affected relationships or learning. These conversations reinforce our belief that mistakes are opportunities for growth.

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Adults may use the following questions to support reflection and repair:

- What happened?
- What were you thinking and feeling at the time?
- How were others affected?
- How do you feel about it now?
- What needs to happen to put things right?
- What could you do differently next time?

Restorative conversations may also include revisiting our six learning expectations and identifying which one was not upheld. Where appropriate, these dialogues may involve peers and lead to agreed actions or natural consequences that restore trust and strengthen relationships.

12. Removal from the classroom and serious incidents

Stallingborough C of E Primary School is a fully inclusive school committed to supporting all pupils within the classroom wherever possible. We believe in proactive, relational support and high expectations for all. However, if a pupil persistently breaks the school's expectations or significantly disrupts the learning of others, they may be removed from the classroom to complete their learning in an alternative area of the school.

This strategy is a short-term, interim consequence used to support regulation and reduce the likelihood of fixed-term suspensions. During such periods, pupils may also take their break and lunch at alternative times to the rest of the school, allowing time for reflection and restoration in a calmer setting.

If a pupil or member of staff is physically harmed or seriously affected by a behaviour incident, this will be logged as a serious incident on CPOMS. This must then be discussed with Mr Williamson and/or Mrs Powell for review and follow-up.

Where pupils have needs, further planning may be required. This may include the development of behaviour support plans, individual risk assessments, or safety intervention protocols. These documents are coordinated collaboratively with class staff, the SENCO, and the Headteacher, and reviewed regularly to ensure they are effective and appropriate.

In circumstances where a pupil's behaviour may be indicative of unmet needs or safeguarding concerns at home, staff must alert the Designated Safeguarding Lead (DSL), Mrs Powell, immediately. If Mrs Powell is unavailable, concerns should be reported without delay to Mrs Foster-Isaacs, the Deputy DSL. In such cases, the safeguarding team may consult with Children's Social Care in line with statutory guidance

13. Use of Reasonable Force

While Stallingborough prioritises de-escalation, relationship-based practice, and early intervention, there may be rare occasions where the use of reasonable force is necessary to prevent serious harm. In such cases, trained staff may use approved positive handling techniques to prevent a pupil from:

- Injuring themselves
- Injuring others
- Causing serious damage to property

Any use of physical intervention must be proportionate, in line with the school's Use of Restrictive
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Interventions Policy, and only used when all other strategies have been exhausted or are not viable in the moment. Staff must always prioritise safety and should seek support from a colleague where possible rather than act alone.

Following any incident involving restraint, a full record must be made using CPOMS, including completion of the relevant documentation. The Headteacher and parents/carers must also be informed.

14. Suspension and Permanent Exclusion

Stallingborough is committed to inclusion and works tirelessly to avoid exclusion wherever possible. However, in cases of persistent poor behaviour that has not improved following interventions, the school may issue a suspension or permanent exclusion.

These decisions are made solely by the Headteacher and only after careful consideration of all circumstances and alternatives. Suspension and exclusion are used as a last resort, and always in line with the statutory guidance:

"Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England" (DfE, 2022).

Please refer to the school's Exclusions Policy for more detailed information on procedures and appeals.

15. Searching, Screening and Confiscation

In accordance with DfE guidance (2022), school staff may search a pupil or their belongings under the following circumstances:

- With consent: Staff may ask pupils to turn out their pockets or look through their personal items, with the pupil's agreement.
- Without consent: Senior staff may carry out a search if there are reasonable grounds to suspect the pupil has a prohibited item (e.g. knives, weapons, illegal substances) or a stolen item.

Any search must be conducted respectfully, safely, and with due regard to safeguarding and dignity. All searches and outcomes must be recorded on CPOMS and handled in line with "Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)".

16. Monitoring and review

SLT is responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body. Consistency of use will, therefore, be monitored informally throughout the year.

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APPENDIX 1 - Written Statement of Behaviour Principles

The Governing Body of Stallingborough C of E Primary School believes that all members of our school community should be able to learn, work, and grow in an environment built upon love, respect, and positive relationships. These principles underpin the school's Behaviour and Relationships Policy and guide the Headteacher and staff in their day-to-day practice.

Our approach is grounded in **unconditional positive regard, connection before correction**, and a **restorative, relational ethos**. We recognise that all behaviour is a form of communication and that positive relationships are the foundation upon which flourishing behaviour is built.

Our Core Principles

1. **Every child has the right to feel safe, valued, loved, and respected** within a calm, inclusive, and nurturing environment where they can learn and flourish free from disruption, prejudice, or harm.
2. **All pupils, staff, and visitors are entitled to equality of respect and freedom from discrimination**, in line with the Equality Act (2010) and the school's Christian values.
3. **Staff model the behaviour we wish to see**, demonstrating compassion, respect, and emotional regulation in every interaction. Shouting, humiliation, or public reprimands are never acceptable within our positive regard culture.
4. **Behaviour is understood relationally, not punitively**. Children are supported to reflect, repair, and restore relationships through restorative practice. Mistakes are viewed as opportunities for learning and growth.
5. **Rewards and recognition** celebrate kindness, effort, and positive choices. All pupils—including those who are "always good"—are recognised and valued for their contribution to our community.
6. **Consequences are logical, natural, and proportionate**, designed to help children understand the impact of their actions and take responsibility in a supportive way.
7. **Families are partners** in supporting behaviour. Open and respectful communication ensures that pupils experience consistent messages between home and school.
8. **Staff use high challenge and high support**, maintaining high expectations for every child while providing the individualised guidance and nurture required for them to meet those expectations.
9. **Exclusions and suspensions are always a last resort**. We are a fully inclusive school that strives to understand and address underlying needs through relational and restorative approaches.
10. **Violence, threatening behaviour, or verbal abuse** towards pupils, staff, or any member of the school community will not be tolerated under any circumstances.

Our Commitment

Through these principles, the Governing Body affirms its commitment to ensuring that:

- Positive relationships are at the heart of all behaviour practice.
- The Behaviour and Relationships Policy is applied consistently and compassionately.
- Every pupil is supported to become a kind, responsible, and resilient member of our Stallingborough family—ready to flourish within and beyond school.

This written statement of behaviour principles is reviewed and approved annually by the Full Governing Body of Stallingborough Church of England Primary School.

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