LONGPARISH
Church of England
Primary School

A WHOLE SCHOOL
Relationships and Behaviour Policy
September 2026

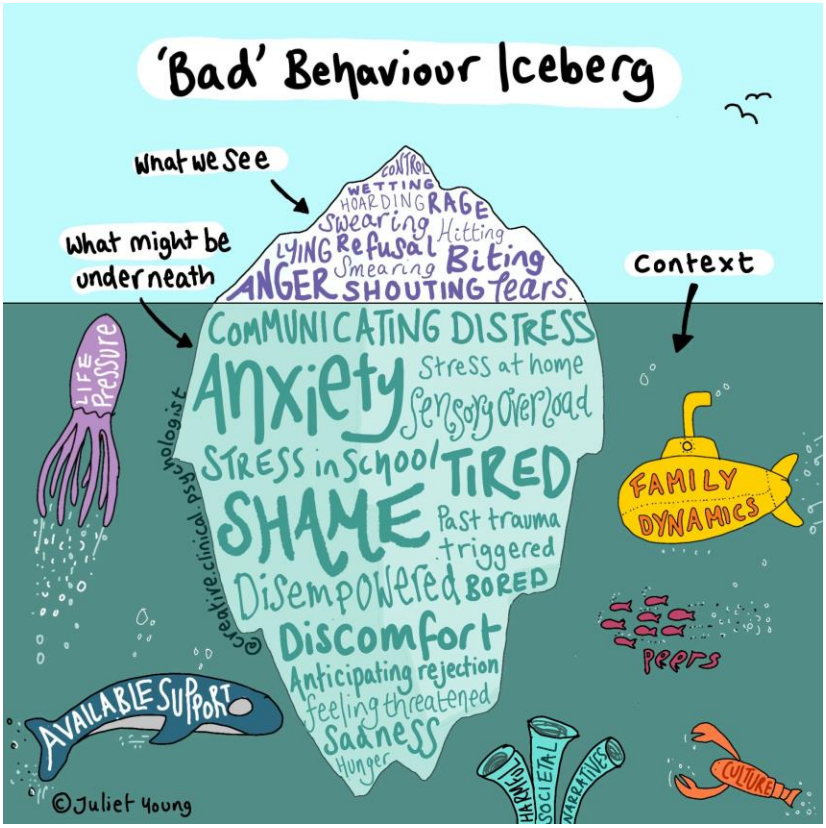
Rationale

- The Governing Body and staff at Longparish C.E Primary School believe that positive behaviour and good relationships are fundamental to success in the classroom for both children and teachers. It is also essential for all children to be good, caring citizens in our global community.

- The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will always challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all policies and be alert to disproportionate impact on vulnerable groups.

Definition of behaviour and need.

- At Longparish we understand that all children' s needs are legitimate but that all behaviours are not. Misbehaviour can communicate unmet needs and often children need to learn legitimate ways to have their needs met.



Ethos and Aims

At Longparish C of E Primary School, our trauma-informed approach is rooted in our Christian vision and values of Creativity, Courage and Grace. We believe that every child is uniquely created in the image of God, with individual gifts, talents and potential that should be nurtured and celebrated. As a Church of England school, we are committed to creating a community where every child feels valued, safe, loved and able to flourish academically, socially, emotionally and spiritually.

A trauma-informed school approach is one in which all staff work with children to support their emotional and social wellbeing. It is based on comprehensive and extensive research in neuroscience, attachment theory and child development. We recognise that, to fully meet the needs of pupils, some of whom present with complex needs, it is essential that our school is "attuned, attachment-friendly and nurturing" (Wall, 2018). Guided by our Christian values, we seek to respond to children with compassion, understanding and hope, recognising that behaviour is often a communication of need.

It is integral that work is carried out to co-regulate behaviours while also providing pupils with the skills to identify their own needs and become increasingly confident in self-regulating and managing their emotions. Through Courage, we encourage pupils to face challenges positively, learn from mistakes and persevere when difficulties arise. Through close partnership with families, we seek to understand each child's experiences, strengths and needs so that appropriate support can be provided both in and beyond school.

Longparish C of E Primary School aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others are fostered. Emotional wellbeing and positive learning behaviours are at the heart of our approaches to behaviour. As a trauma-informed school, we use our understanding of social and emotional development to inform all our practices. Through Grace, we promote forgiveness, restoration and reconciliation when difficulties arise, helping children to take responsibility for their actions and repair relationships. Through Creativity, we encourage children to recognise and develop the gifts and talents God has given them, while also using these gifts to show empathy, understanding and care towards others. Through Courage, we enable children to make positive choices, speak up for what is right and embrace opportunities for growth and learning.

We seek to promote a positive culture and encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. We achieve this through a whole-school approach to effective learning and by providing systems and relationships that ensure pupils feel seen, heard and safe. All staff take a positive approach to improving pupils' behaviour and self-esteem, taking every opportunity to understand why a pupil behaves as they do, exploring factors that influence behaviour and identifying early warning signs to prevent escalation.

As an inclusive learning community, we focus on ensuring that every child is ready to learn and able to flourish. We encourage children to use their God-given talents creatively, to act with

courage when facing challenges, and to show grace in their relationships with others. By living out these Christian values, our pupils develop as confident learners, compassionate friends and responsible citizens who positively contribute to their local, national and global communities.

Trauma-Informed approach

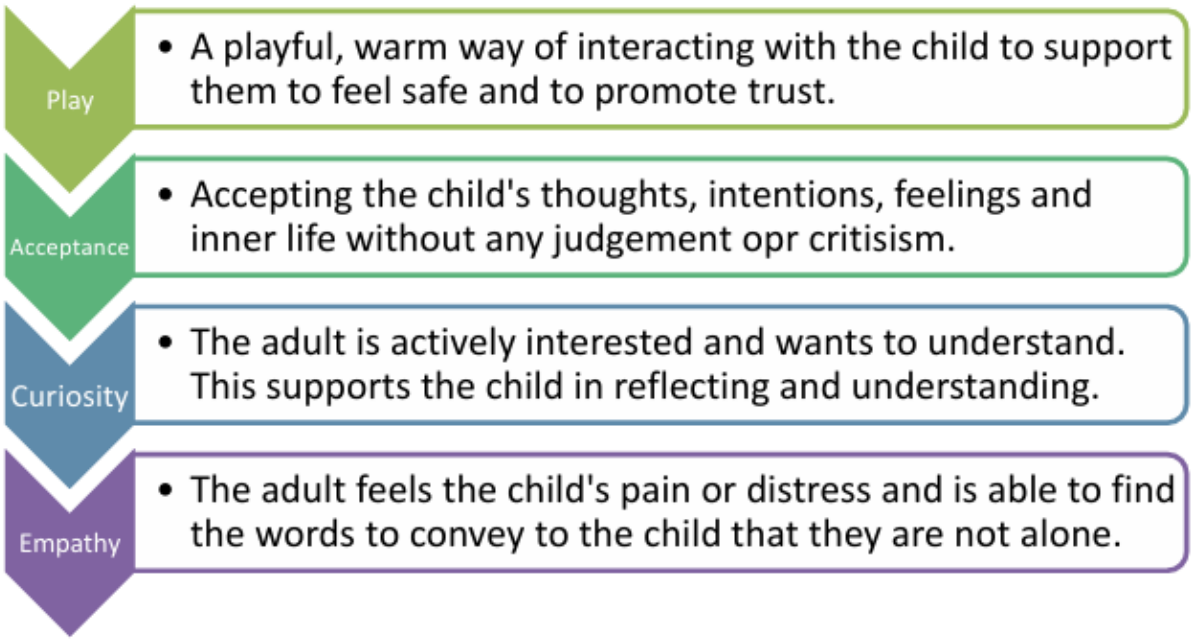
Trauma-informed behavioural approaches prioritise relationships, empathy and a sense of safety. These principles closely reflect the Christian values that underpin life at Longparish C of E Primary School. The following four steps provide a useful framework for embedding these principles within a relational approach, helping children to understand their emotions, develop self-regulation, build positive relationships and flourish as individuals within a supportive and nurturing community.

Key Relational Skills that support vulnerable children:

Affect Attunement	Being able to meet the child's emotional intensity on a level that allows the adult to connect with the child in their pain or their joy
Active Listening	The adult is able to really focus, imagine in and hold in mind what the child is saying, and then is able to respond empathetically.
Containment	The adult is able to validate the child's feelings and these feelings then become more manageable for the child.
Soothing	The adult is able to regulate the child's emotions so that levels of stress reduce over time to a state of calm

The PACE approach

Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions) which support the development of secure attachments



Roles and responsibilities.

- It is the responsibility of our teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities.
- Teachers set high expectations through consistently modelling our values and strive to ensure that all children work to the best of their ability.
- Teachers consistently use the school values to guide and celebrate positive behaviour of the children in their class.
- Our class teachers will liaise with families, if there are concerns about the behaviour or welfare of a child. This will be carried out through regular communication, either face to face or via a phone call or email.
- Teachers record all meetings with parents on CPOMS. If behaviour continues to be a concern, Senior Leaders/SENDco may be required to support the member of staff.

- Senior Leader/SENDco within the school will support all staff in ensuring a positive learning environment.

Teaching Assistants

- Our Teaching Assistants support the teachers in implementing this policy around the school, on the playground and positive reinforcement in lessons.
- They remind pupils to use the strategies they have been taught to problem solve when they have worries or disagreements at lunch or on the playground.
- They consistently model school values in and around the school.
- They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care.
- They also support children using a restorative approach to behaviour management.

Families

- Families have a vital role to play in their child's education.
- Families are expected to support the school in upholding the school/class rules.
- We are very conscious of the importance of having strong links with families and good communication between home and school.
- Families have the right to be informed promptly of any emerging difficulties their children present and are able to address any queries regarding consequences for misbehaviour, firstly to the class teacher, then to the Senior Leadership Team.

Children

- At Longparish, we recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, family feedback, monitoring of Cpoms data and school council.
- All pupils are expected to uphold the values of Creativity, Courage and Grace and behave accordingly at all times.
- Any incidents of unacceptable behaviour will be dealt with in line with this behaviour policy.

Knowing Every Child.

- At Longparish C.E.Primary School we actively seek to know and understand all our children and their influences.
- It is recognised that children's behaviour has multiple influences, some of which teachers can manage directly day to day.
- Understanding each child's context informs effective responses to misbehaviour.
- At Longparish we value supportive relationships for every child with the school staff.
- Some children have a Person Centred Planning meeting to build a full picture of their complex needs and associated actions, with family and partner agencies if involved.
- Where necessary individual children may have behaviour support plans.

Teach learning behaviours alongside managing misbehaviour.

- At Longparish C.E. Primary School we actively teach good learning behaviours, which reduces the need to manage behaviour.
- Teachers provide the conditions for learning behaviours to develop by ensuring children can access the curriculum, engage with lesson content and participate in their learning. This is achieved through our ordinarily available provision (OAP).
- Teachers encourage children to be self-reflective of their own behaviours.

Meet our squirrels' supporting behaviours for learning:

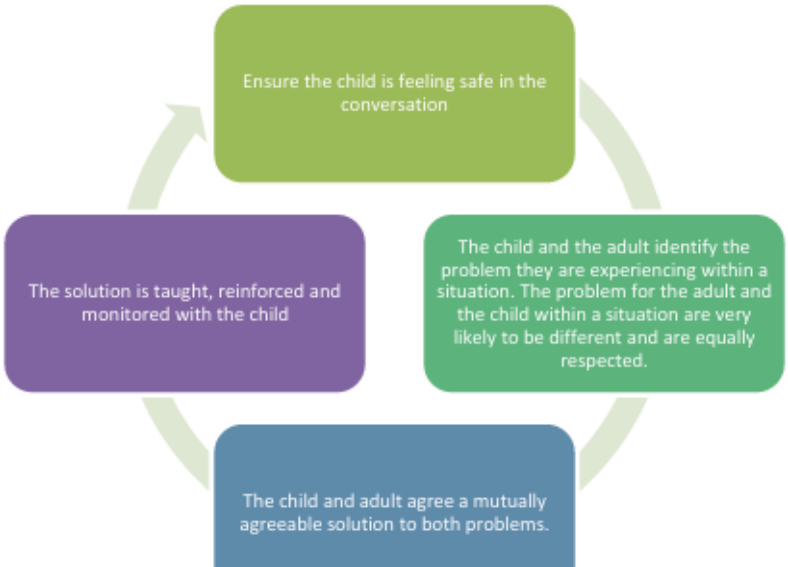


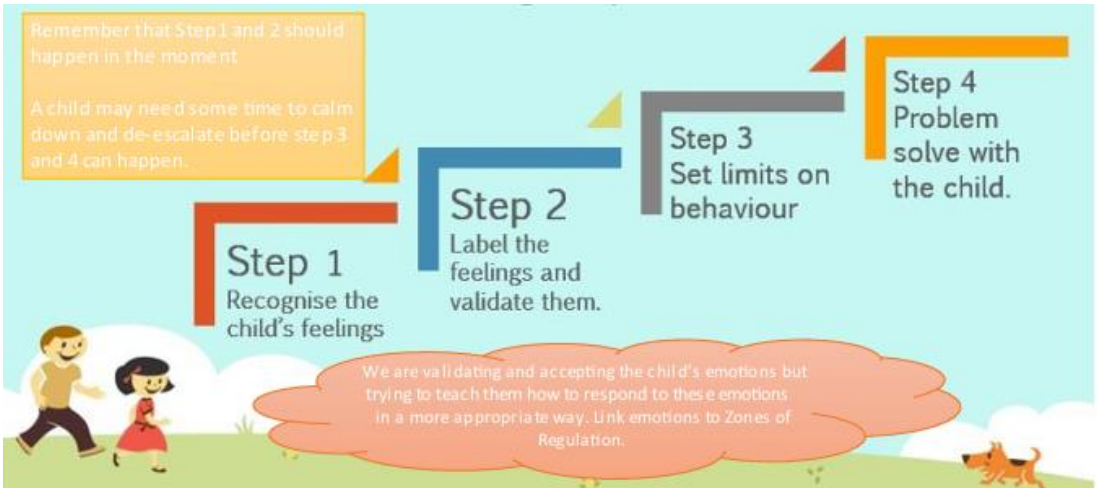
Adam Attitude	Charlie Communication	Ollie Oomph	Resilient Ryan	Nifty Nina	Sarah Smart
The 'right' attitude	**Charlie has great 'communication' skills, that will help her to succeed in life.**	**Ollie's 'oomph' will mean he has more opportunity to be successful in what he does.**	**Ryan's 'resilience' will help him to achieve and succeed.**	**Nina is 'nifty' in how she carefully thinks through what she is doing.**	**Being 'smart' in how she organ ises and approaches life will help Sarah in all she does.**

Children and staff refer to these learning behaviours throughout the week and are rewarded with a certificate in our weekly Celebration Worship.

Collaborative Conversations

All staff identify situations when pupils are experiencing difficulty, log the difficulty and identify the skills or understanding the child needs to be taught. Staff engage in collaborative conversations with pupils to problem solve and change their behaviour.
A Collaborative Conversation has the following stages:





- When required, the school uses a restorative approach to behaviour, including guided reflection with visual support materials:

  What happened, how did you feel, what could you have done instead and how can you repair the situation?



- We use a restorative approach alongside measured consequences when misbehaviour occurs.
- Consequences for misbehaviour may include missing social time or carrying out a job to support the class.
- Protected play is a strategy used when individual children need to be monitored by staff at playtime, to encourage them to make the right choices and to safeguard the wellbeing of others whilst they are learning to do this.
- We keep in mind that any consequence is used to resolve rather than escalate a situation, whilst preserving the dignity of all involved and that consequences must be applied compassionately and in a fair and consistent way.
- All children must be given 'take up time' so our actions and words help and give children time and space to resolve the situation.
- We remind children that their actions impact others.
- We use restorative approaches so that resolutions and learning can take place.

- We follow up every time and engage in reflective dialogue with children.
- ALWAYS PRAISING IN PUBLIC AND REPRIMAND IN PRIVATE.

Reporting

- More than low level behavioural incidents are recorded on CPOMS.

Bullying

- Bullying is defined as the repetitive, intentional harming of one person or a group by another person or group.
- Children are warned that Bullying behaviour is behaviour that persists beyond the point when they are aware it is upsetting or hurting others.
- Longparish CE Primary is determined that all pupils should feel safe at school and enjoy their education.
- A key feature of this is the strong stance taken against all forms of bullying.
- All incidents of bullying, discrimination, aggression and derogatory language will be dealt with quickly and effectively.
- The school is aware of the pressures and dangers that may present through new technology so Online Safety is paramount.
- Children who are involved in any form of bullying behaviour will be subject to the school's disciplinary code.
- Child on child abuse or child-on-child sexual violence and sexual harassment are never acceptable, will not be tolerated and will always be challenged should they ever occur at Longparish.

Teachers use classroom management strategies to support good classroom behaviour.

- Effective classroom management reduces opportunities for challenging behaviour, children feeling disengaged, bullying behaviour and aggression.

- High standards of classroom management are maintained through the school's induction of new staff, training programmes for all staff throughout the year, coaching that enables teachers to reflect on their classroom management, and partnership with support agencies.

- An approach called "Longparish around the child" supports a solution focused approach to meeting children's social, emotional and mental health needs.

- Reward systems are an effective part of a broader classroom management,

Rewarding Whole Class and Whole School Positive Behaviour

House Points:

- Across the school, children are members of one of four Houses: St Andrew, St David, St George, St Patrick

- Children gain house points that are added up at the end of every week by the House Captains.
- House points can be awarded for:

  1) Work that they have done either in the classroom or as part of their home-learning.
  2) Positive behaviour that follows the school rules.

- All staff can award house points at any part of the day for appropriate behaviour.

Simple approaches are used as part of your regular routines.

(The school has a straightforward code of conduct reinforced throughout the school day).
To be displayed in classrooms:



- *We are gentle; we don't hurt others or call other people names*
- *We listen; we don't interrupt.*
- *We are honest; we don't cover up the truth.*
- *We work hard; we don't waste learning time.*
- *We look after property; we don't waste or damage things.*

We use 'the hand of respect' as a guide to good behaviour.

Teachers state clear expectations and behaviour related praise reinforces these values every day.

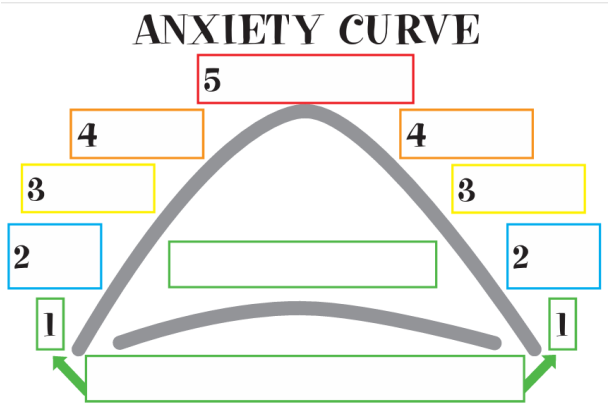
- Staff have high expectations of work and behaviour.
- The school's teaching encourages good behaviour – paying attention to planning, pace, interest and variety, differentiation, visual cues. The teacher makes learning exciting.
- The teacher creates a stimulating environment with motivating displays of pupil work, and they pay attention to the layout of the room, ensuring that all can see the Interactive Whiteboard etc.
- The teacher ensures rewards and consequences are visible to all – rules are used as a buffer and depersonalise behaviour.

- Praise is used consistently and 'Catching them being good' is a feature of our teachers' language. Reward systems set up are consistently applied.
- Pupils are known well, and their needs understood.
- We recognise that children experience anxiety and may need additional support.
- Teachers use strategies recommended in Behaviour Plans.
- Teachers are careful to watch language, tone, posture, body language etc. and remain calm and positive at all times.
- The use of any additional adults to support pupils who need extra help to meet the lesson objectives is carefully planned.
- End of Lesson Pupils are led out of class to break, lunch and for dismissal at the front of school at the end of the day.
- All staff ensure responses are appropriate to time/place – follow up what you have noticed.
- All staff are on duty are on time and in the correct place. They take the opportunity to build relationships with students.
- All staff will intervene whenever incidents occur and follow correct procedures in order to resolve them.
- Corridors are kept clean and tidy with motivating/informative displays.

At Longparish C.E. Primary we use targeted approaches to meet the needs of individual children in our school.

'The Incredible 5 point scale' is used on a class and individual basis as a tool for supporting both anxiety and behaviour.





- The school's universally rich learning opportunities and stewardship meets many children's needs.
- For pupils with more challenging behaviour, the approach is however adapted on a very individual basis.
- Specific strategies are used to support children with higher level behaviour needs which can include the involvement of the SENDco, Educational Psychology Service,

Mental Health Support Trust, Primary Behaviour Support Service or Well Being Support Service to name a few.

- The school works in close partnership and support with family and child to achieve the best possible outcomes.
- Children with high level behaviours may have an Individual Behaviour Management Plan.
- Children with high level behaviours have their name recorded on the SEND register under the category of Social Emotional Mental Health (SEMH).

Removal from the Classroom and relocating to a different class or area within school.

On very rare occasions there could be the need to relocate a child to another area of the school or class This is different from circumstances in which a child is asked to step outside of the classroom in order to regulate their behaviour and keep everyone safe. Relocation will allow for continuation of the child's education in a supervised setting, although the education provided may vary from the curriculum taking place in the classroom. Relocation will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It would be used

a) for repeated low-level behaviour which is not responding to classroom behaviour strategies or playground behaviour, which if it were to carry on, would be unsafe physically or emotionally for the child or their peers.

b) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption

c) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment

d) to allow the pupil to regain calm in a safe space.

The head teacher will consider whether there are any other special considerations. During relocation, the child would complete all class work separate from the class with inputs given by a member of staff in a suitable location where possible. Alternatively, a therapeutic approach may be offered instead. Playtimes and lunch may be taken with class or separately, depending on the reason for relocation. Relocation will always be clearly explained to the child and family on the same day.

Suspension

On a very rare occasion suspension might be considered and the school will follow the DfE guidelines with regards to the suspension procedure. It is important that the time is seen as a chance for the school to regroup. Fixed term suspension or permanent exclusion will only be used as a last resort. Suspension will only happen:

- in response to serious breakdown of the child's ability to meet standards of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school.

Instances of child-on-child abuse or racism will be dealt with on an individual basis.
The family will always be included in discussions concerning their child's behaviour and external agency advice sought as needed.

Exclusion

Following removal from the classroom and potential fixed term exclusion, there will be a reintegration meeting between pupils, family and if relevant, other agencies. Staff will meet with the pupil and family to remind the pupil of our behavioural expectations. We will consider what support can help the pupil return to their education in the classroom and meet the expected standards of behaviour. We will consider whether any assessment of underlying factors influencing their behaviour is needed. If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker. If the pupil is looked-after, we will ensure their Personal Education Plan is appropriately reviewed and amended, notifying their Virtual School Head. The 2010 Equalities Act will be complied with.

This policy links with other policies and procedure documents, including SEND Policy and Anti-bullying policy.

Date	September 2026
Ratified by Governing Body	
Signed	
Review Period	Annually