

LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



Policy name	Relationships & Behaviour Policy
Date written	September 2026
Date agreed by Governing Body	October 2026
Date of renewal	September 2027
Senior member of staff with oversight	Headteacher

Behaviour For Learning Policy

Vision & Ethos

At Long Mead Community Primary School, we believe that all behaviour is a form of communication. We are committed to a therapeutic, trauma-informed approach that prioritises emotional regulation, inclusion, and the development of positive, respectful relationships.

Our primary aim is to foster intrinsic motivation and self-discipline within a safe, nurturing environment where every child feels valued, understood, and supported to reach their full potential.

Statutory Framework & Compliance

This policy complies with all relevant legislation and statutory guidance, including:

- **Education and Inspections Act 2006** (Section 89)
- **Equality Act 2010** (and duty to make reasonable adjustments)
- **DfE Guidance:** *Behaviour in Schools, Keeping Children Safe in Education (KCSIE)*, and *School Suspensions and Permanent Exclusions* (July 2026 update)
- **PACE Code C Guidance** (where police involvement is required)

School Rules / expectations

We use our school rules as a basis for our behaviour expectations:

- We are gentle and kind
- We are honest
- We work hard
- We look after people and property
- We listen to each other

School Values

Our school values support our behaviour framework:

Respect, Kindness, Excellence, Resilience, Teamwork, Responsibility

Respect: Value everyone and everything in how you listen, speak and in what you do

Kindness: Show care and understanding for everyone

Excellence: being the best version of yourself

Resilience: be brave and don't give up: believe you can

Teamwork: working together so everyone feels supported and successful

Responsibility: make good choices because your actions matter



Roles and Responsibilities

School

Our school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities both visible and not, as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development; a culture of seeking advice and support where needed and sharing strategies across the wider team is fostered. We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and proportionate consequences, support systems, praise, and rewards for good behaviour contribute to the building an effective learning community. Our school will report behaviour, positive and negative, to parents and encourage them to communicate with the school if they have a concern about their child and we will do

as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and behaviour expectations are up on walls in classrooms and situated around the school.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are included within this behaviour policy, we recognise that these pupils may require support which is different from, or in addition to, that required by their peers in order to meet our behavioural expectations and take full advantage of the educational opportunities available to all pupils.

An Individual Behaviour Plan and/or Pastoral Support Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from child on child, homophobic or racial abuse. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills and the school's Relationship's and Sex Education Curriculum.

Pupils

Long Mead expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Furthermore, pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly.

Good behaviour starts with good behaviour for learning with all children expected to complete their work to as higher standard as possible. Children are expected to follow school expectations, listen, follow instructions by staff, and accept, reflect and learn from any consequences that they receive.

Parents

We recognise that working in partnership with parents/carers is critical in ensuring that children are given the best chance to succeed. Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the Home/School agreement, to indicate that they understand their part in the successful behaviour management within school. Parents ensure that school life is a natural routine – ensuring that

your child is at school on time, appropriately dressed, rested, and equipped – we will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the extremely rare case of exclusions, parents are expected to provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and to attend a reintegration interview at the school with their child.

Supporting Emotional Regulation

Morning Wellbeing Routine

Every day begins with a dedicated 15-minute Wellbeing & Regulation Session. This enables children to transition smoothly into school and arrive in class emotionally ready to learn.

- **Activities:** Daily Mile, mindfulness, Zones of Regulation check-ins, and targeted group/nurture support.
- **Environment:** Calm, structured classroom setups with accessible "Safe Spaces" for individual self-regulation.

Tailored Support & Provision

For pupils requiring additional emotional or behavioural regulation beyond standard classroom strategies, targeted provisions are available:

- **The Launchpad:** A dedicated nurture and therapeutic hub providing short-term, structured interventions for pupils experiencing acute social, emotional, or mental health (SEMH) difficulties.
- **Pixie Room:** A specialised, highly structured, and nurturing environment for Key Stage 1 pupils with identified complex SEND/SEMH needs.
- **Individual Behaviour Support Plans (IBSPs):** Tailored de-escalation plans co-created with staff, parents, and SENDCo.

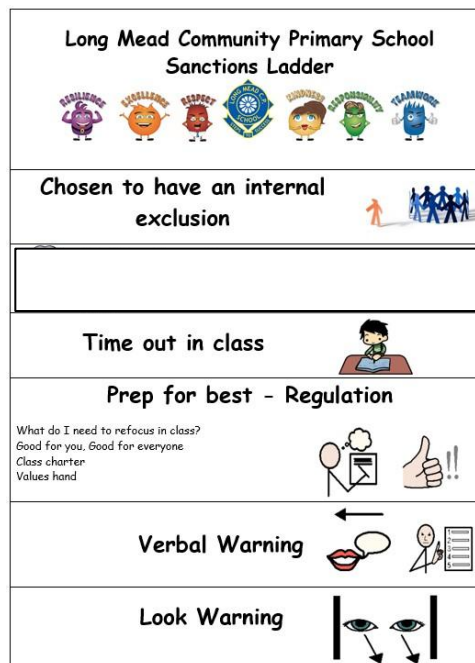
Understanding Behaviour Types

Staff distinguish between distress behaviours to respond appropriately and prevent unnecessary escalation:

- **Unsocial Behaviour:** Behaviours where a pupil is withdrawn, anxious, or unable to access learning due to distress. *Response:* Empathy, nurture, therapeutic support.
- **Antisocial Behaviour:** Behaviours that disrupt others, cause harm, or break school agreements. *Response:* De-escalation, clear boundaries, restorative practice.

Graduated Behaviour Framework

When low-level disruptions occur, staff follow a predictable, supportive stepped ladder:



1. **Non-Verbal / "Look" Warning:** Low-key, subtle intervention (e.g., proximity, eye contact).
2. **Verbal Warning:** Direct, private reminder referencing the relevant Core Value or Golden Rule.
3. **"Prep for Best" (Regulation time):** Pupil accesses a designated safe space or quiet zone to regulate.
4. **Wellbeing & Behaviour lead / Senior Leadership Escalation:** Used for persistent disruption or serious antisocial incidents requiring SLT support or internal suspension.

Bullying

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

We will ensure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident;
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Report the incident to the parents of the children involved
- Log the outcomes of decisions against the initial incident report
- consider whether suspension is appropriate in light of the circumstances.

Behaviour Tracking

Behavioural incidents, reflection sheets, and pastoral notes are recorded electronically on **MyConcern**.

- **Monitoring:** The Senior Leadership Team (SLT) monitors trends weekly.
- **Governance:** Anonymised data reports are reviewed termly by the Governing Board to monitor equity, inclusion, and effectiveness.

Searching, Confiscation & Physical Intervention

- **Searching:** Conducted in accordance with statutory DfE guidance for prohibited or harmful items.
- **Reasonable Force:** Physical intervention is used **only as a last resort** where there is imminent risk of harm to the pupil, others, or severe property damage.
- **Police Contact:** If police involvement is necessary, an **Appropriate Adult** will always be present in compliance with PACE Code C.

Suspensions & Exclusions

- **Authority:** Only the Headteacher has the legal authority to suspend or permanently exclude a pupil.
- **Standard of Proof:** Decided on the civil standard ("*on the balance of probabilities*").
- **Safeguarding Separation vs Disciplinary Suspension:** In line with 2026 DfE guidelines, temporary separation for safeguarding investigations is managed separately from disciplinary suspensions.
- **Reintegration:** A formal restorative meeting with parents/carers is mandatory prior to a pupil returning to the classroom following a suspension.

Use of mobile phones

In accordance with Keeping Children Safe in Education 2026, Long Mead is a mobile phone free environment. However, if a student brings a mobile phone into school, for reassurance on their journey to and from the school, then it **MUST**:

- Be switched off and remain in the school office.
- No images can be taken of other students or members of staff.
- Personal devices brought in from home cannot be charged at school.

Failure to meet these expectations will result in the device being removed from the student's possession, stored in a safe place to be collected at the end of the school day.

