



Relationships, Behaviour and Anti-Bullying Policy:

Including Behaviour Principles

**We are one family:
Love for ourselves, for each other and for the
world.**

Confidence, Compassion, Curiosity

2026

Approved by:

LGB

Date first adopted:

November 2026

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12th October 2026

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October 2027

‘Let all that you do be done in love’ 1 Corinthians 16:14

Promoting Positive Behaviour:

This policy outlines the philosophy, purpose, organisation and management of pupil behaviour at Stoborough CE Primary School. This is a working document designed to promote the way in which all members of the Stoborough School family can live out our school vision and show **love for ourselves, for each other and for the world**. The principles outlined here feed into all other school policies and they form the foundation to our provision.

It is crucial that all children feel secure and happy in school in order for them to grow in confidence and achieve their full potential. We are fully committed to enabling children to flourish, and this is seen in our core school values of **confidence, compassion and curiosity**. Relationships are key and underpin our school vision where the emphasis is on our school **family** working together to ensure children are successful learners. We have therefore made a conscious decision to rename the Behaviour policy to Relationships, Behaviour and Anti-bullying Policy to ensure the emphasis is made primarily to the cause (relationships) and that behaviour is usually an effect of this.

This policy will help to ensure that all staff promote the uniqueness of all pupils and encourage an environment where children feel valued and cared for and where everyone is mutually respectful. The primary aim of this policy is a means of promoting good relationships, so that all stakeholders can work together with the common purpose of helping everyone to learn. It aims to focus the development of children’s internal discipline which means an increased focus on teaching valued behaviours. particularly in the Early Years. Internal discipline is where the child fully understands the value of the work they have been given; is inspired and motivated sufficiently to choose to complete the work and recognises the value of the completed work irrespective of the views of others. We aspire to help all our pupils to develop this skill.

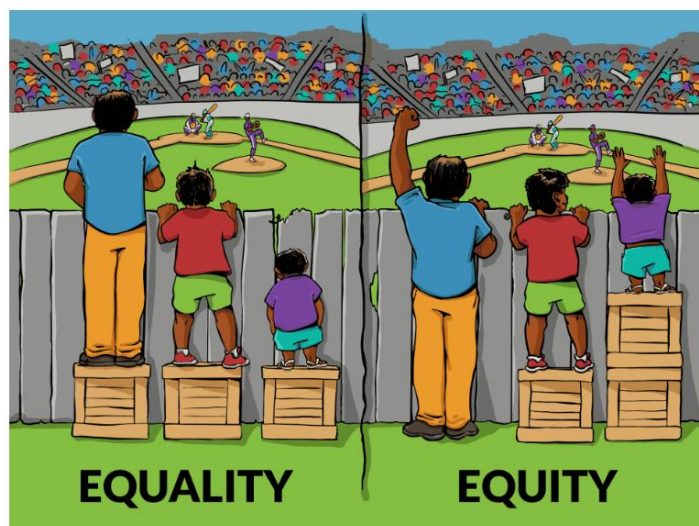
Aims:

- We encourage pupils to behave in a caring, positive way to one another, using the core Christian values of **love** and **compassion**.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential
- To enable staff to support children with their behaviour through providing pupils with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

Therapeutic Thinking Approach:

As stated in Teacher Standards Section 2, we agree that all adults at Stoborough CE Primary will “treat pupils with dignity, building relationships rooted in mutual respect”. “Equality is treating everybody the same. Equity is giving everyone what they need to achieve success”

“Equality is treating everybody the same. Equity is giving everyone what they need to achieve success” (Therapeutic Thinking).



Stoborough Primary has adopted a therapeutic approach to behaviour within our school and staff follow the principles of therapeutic thinking: “An approach to behaviour that prioritises the valued experiences and feelings of everyone within the dynamic”. We feel this reflects the importance of ensuring everyone is treated with **love**, dignity and respect.

Key Principles:

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

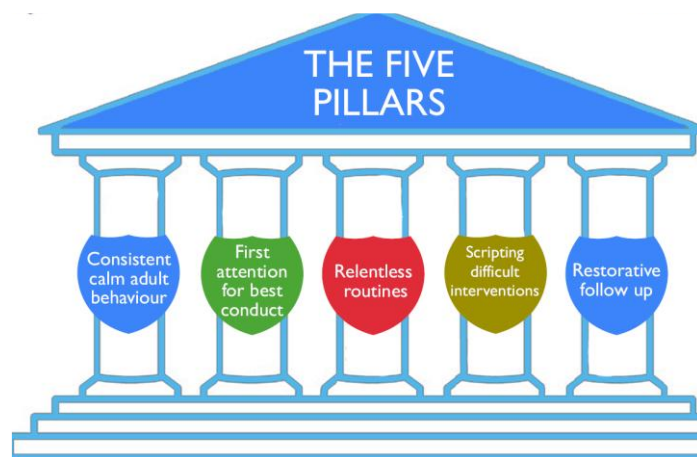
(Haim Ginnott)

All members of staff will:

- Treat all pupils courteously and with respect. E.g. We greet pupils when we pass them in corridors and we model appropriate responses.
- Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
- Not shout at pupils or classes, unless to notify them of immediate danger.
- Know that a well-managed, well- planned environment decreases potential for problems.
- Use non-verbal cues and standard signal for being still and silent (the Read Write Inc raised hand). We use it relentlessly and our expectations are consistent.

- Seek to understand undesirable behaviour but we will not ask questions, as part of discipline E.g. We don't ask, "what do you think you're doing?" Instead we recognise the unacceptable behaviour and re-state the appropriate E.g. "Everybody is quietly working. You are trying to catch your friend's attention. I want to see you ready for learning. Thank you."
- Take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

Our approach is based on the following five pillars:



Behaviour Curriculum:

At Stoborough Primary School, we have designed a behaviour curriculum which defines the expected behaviours in our school. It clearly outlines the way these behaviours will be taught and maintained throughout our school.

There are three overarching behaviour expectations at Stoborough School. These are to be:

1. Ready
2. Respectful
3. Safe

Promoting High Standards of Behaviour:

Valued behaviour at Stoborough will be recognised and rewarded frequently in these ways:

Verbal feedback 	Positive behaviour will be praised with verbally recognition.
Recognition Board 	Reception and Key Stage 1 classes have their own recognition board to display pupils' names when they are showing the desired behaviour. (Targets will be different in each class. Names will never be removed from the recognition board as a sanction.)
Postcards home 	Sending postcards home to children who have gone 'over and above.'
House points 	House points are given out to reward children who model the school values in their behaviour. House Points are recorded using a green on 'Track-it Lights' online system. The adult will make it clear why the child has been awarded a point. House captains announce totals in celebration worship weekly and each term the children in the house that received the most points get the reward of a non-uniform day.
Star of the Week and Value Champions 	Certificates and school leaves will be awarded weekly in Celebration worship

Some individual pupils have a personalised reward system according to need and these will be documented and reviewed in a child's individual plan.

Restorative Practice: Putting it right together

When addressing detrimental behaviour, we recognise that every child is an individual and we strive to discover the underlying reasons behind a behaviour rather than simply addressing the child's action. In situations where a child displays detrimental actions/words, staff strive to use the opportunity to help a child reflect on their emotions and consider the outcome of their actions/choices.

We believe it is important to build clear consequences for detrimental behaviours into this policy. Protective or educational consequences should be linked to the inappropriate behaviour and should help the pupil to reflect on why their behaviour was unacceptable and be an opportunity to learn from their mistakes. A staged system has been developed to support this. If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

Amber and Red behaviours:

 Amber Behaviour Low- Level detrimental behaviours	Behaviours include: • Being disrespectful towards equipment and/or property • Disrupting the learning of themselves and/or others • Reciprocal rough play • Poor attitude with an adult • Being thoughtless / thoughtlessly unkind towards others • Deliberately not engaging / seeking excuses not to engage with learning or instruction. • Any other lower-level misbehaviour
 Red Behaviour Serious detrimental behaviours	Behaviours include: • Conscious disrespect to an adult • Defiance of an instruction • Deliberate unkindness • Deliberately hurting another child • Deliberately hurting an adult • Swearing or blaspheming heard by an adult • Left classroom and refused to return • Damaging property • Bullying • Racism, • Homophobia • Discrimination • Dangerous behaviour • Absconding • Any other serious misbehaviour

Behaviour Pathway		 TRACKIT LIGHTS
1	Behaviour: Breaking a school rule: Ready, Respectful, Safe Response: First verbal/visual reminder of the school rules Consequence: E.g. could leave the room for a few minutes or move to another space to reset	
2	Behaviour: continued breaking of a school rule: Ready, Respectful, Safe Response: Second verbal/visual reminder of the school rules Consequence: E.g. could leave the room for a few minutes or move to another space to reset	
3	Behaviour: continued breaking of a school rule, despite reminders: Ready, Respectful, Safe Response Self-regulation strategies and support offered as appropriate Consequence: Amber recorded on Track-it Light E.g. Child catches up on any missed work at playtime/completes their learning outside of the classroom	
4	Behaviour: continued breaking of a school rule, despite reminders: Ready, Respectful, Safe Response/Consequence: Supported reflection facilitated by staff (prompts available in Restorative Folder) Consequence: If there is more than one Amber recorded on Track-it Light Primary family member to be informed by class teacher. If the learning of others is being disrupted, the child will need to leave the classroom to complete their learning for the remainder morning/day.	
5	Behaviour: Serious breaking of a school rule and/or persistent breaking of school rules despite previous steps taken: Ready, Respectful, Safe Response/Consequence: Supported reflection facilitated by staff member/SLT Consequence: Red recorded on Track-it Light. Primary family member to be informed by class teacher/SLT and a meeting may be arranged. We will need to consider the removal of privileges such as leadership roles, representing the school team, attending clubs, school visits	

If a child displays persistent detrimental behaviour, staff members will use the outcomes of their analysis to produce an Individual Risk Reduction Plan. Parents/carers will be involved in this process and an SLT member will lead regular reviews alongside the class teacher. Where a pupil needs individualised support with their behaviour, sometimes staff will liaise with external agencies (such as an educational psychologist, paediatrician or Dorset Council Specialist Teacher) in order to provide the child with the support they need.

Scripting Difficult Conversations:

A 30 second script

- I noticed you are...(having trouble getting started/struggling to focus/not sitting nicely).

- It was the rule about...(lining up safely) that you broke.
- You have chosen to....(move to the back/catch up on your work at break time)
- Do you remember last week when you...(sat beautifully/listened, careful/produced that wonderful bit of writing)? That is what I need to see today.
- Thank you (Then give the child some 'take up' time).

(NB: To be used in conjunction with clear and consistent classroom routines)

Restorative Conversations:

It is important that children who have behaved inappropriately have the time and space to make the right choices and make amends. It is also important for any children who may have become upset or been hurt by the inappropriate behaviour to be able to have a restorative conversation with the other child(ren) so that they can express their views and how the inappropriate behaviour made them feel. Wherever possible, this should take place on the same day as the incident of inappropriate behaviour.

The following WARM script should be used:



- **What** happened? What were you thinking/feeling?
- Who has been **affected** and how?
- **Repair**-What can you do to put things right? *
- **Make a plan**, if /when this situation arises again. Reaffirm your commitment and belief in the child to make a positive choice.

*Ask the pupil how they will make things right. An apology is only of value if it is genuine. Forcing a pupil to apologise will not change future behaviour.

W – What happened?	What were you thinking at the time? Child to tell you in their own words. It's powerful for them to have to own the behaviour. If they can't /won't speak then you can say 'maybe I should describe what happened and you can let me know if I'm right.' Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this so they can ultimately do this themselves. Child to admit to their behaviour. Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag) e.g. 'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'
A – Who's affected and how?	Again, child to reflect on how that impact their own learning and that of those around them. e.g., 'I wonder how that affected the learning in

	the maths lesson?' Child may describe it themselves or you could lead and get their agreement. 'Henry would have found it hard to focus. Maybe you got less done than you could have. The class probably found it unsettling. Does that seem about right?' Also how this behaviour affects how others see/interact with them 'How do you think others might feel about playing with you after seeing you hit?'
R – repair	Chance to repair the relationship between teacher and child and/or child and affected child. What should we do to put things right? ('pay back' can be used – e.g. tidy the mess, apologise fully, helping someone)
M – make a plan	'So, what can you do next time to make it work out better for you / those around you?' Child says they'll stop making the noise / damaging the book /shouting etc. Child may need to sit in a quieter spot, not choose a certain person to work with, receive an extra bit of support or scaffold in some situations. Conclude with: 'It's really important that you show respect / kindness /honesty / you are a learner here at Stoborough. It's good to have this time to reflect and think about things. You've shown respect / honesty / kindness / that you are a learner in our conversation today – thank you. This is the (child's name) I like to see – I look forward to seeing this (name) from now on.'

Restrictive interventions, including reasonable force:

The school follows Coastal Learning Partnership's Partnership-wide Policy for Behaviour and

Relationships (including use of restrictive interventions), including the use of reasonable force and seclusion. Restrictive interventions are only used when necessary and proportionate, with prevention and de-escalation prioritised wherever possible. Staff use the least restrictive intervention for the shortest time necessary and have particular regard to pupils' individual needs, including SEND and other vulnerabilities.

All significant incidents involving the use of force, restraint or seclusion are recorded and reported in accordance with statutory requirements and the Trust policy.

Please refer to the Coastal Learning Partnership Policy for full procedures and guidance.

Suspensions and Permanent Exclusions:

Suspensions and permanent exclusions in our school will always be extremely rare because of the consistent application of the policies above. However, the school does need to have the use of suspension or exclusions as a final sanction where the welfare of other pupils and staff is put at risk by unacceptable behaviour.

Prevention and tackling of bullying, harassment and abuse:

Mrs Derrick is our Anti-Bullying Champion.

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving community and bullying of any kind is not acceptable in our school. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Staff maintain an attitude of 'it could happen here' and will not dismiss worrying behaviour as "normal". Such behaviour will be addressed in line with statutory guidance and the school's own monitoring and safeguarding procedures. We believe that our therapeutic approach enables us to prevent bullying and intervene when bullying or any form of child-on-child abuse is taking place. We strive to provide a consistent strategy and culture throughout the school and support staff in their role in anti-bullying. As a result, we support both victims and perpetrators of bullying (and their parents and carers) and respond to the ongoing concerns of children around bullying and personal safety.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message or via the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Every member of the school community takes responsibility to prevent bullying and respond promptly and effectively to incidences of bullying.

We use a range of measures to prevent and tackle bullying at Stoborough CE Primary School. First and foremost, it is through our Jigsaw PSHE curriculum and acts of collective worship, to teach children how to have positive relationships and manage negative feelings and emotions. Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions. Stereotypes are challenged by staff and pupils across the school.

If a pupil feels like he/she is feeling bullied they are encouraged to not retaliate but to tell a staff member immediately. Pupils can also call ChildLine to speak with someone in confidence on 0800 1111 (posters are displayed in school).

Logs of behaviour incidents:

All incidents of misbehaviour, either in the classroom or in the playground, that merit use of the sanctions and strategies mentioned above, despite the consistent application of positive behaviour management strategies, must be recorded on My Concern.

Parent Code of Conduct:

At Stoborough CE Primary School we are very proud and fortunate to have a very dedicated and supportive school community. At our school the staff, governors, parents and carers all recognise that the education of our children is a partnership between us.

We expect our school community to respect our school ethos and set a good example of their own behaviour both on school premises, including on our social media pages and any informal group chats in communication apps.

As a partnership we are all aware of the importance of good working relationships and all recognise the importance of these relationships to equip our children with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and carers to participate fully in the life of our school.

ROLES AND RESPONSIBILITIES

LGB

- To review this Relationships, Behaviour and Anti-Bullying Policy annually
- To support the Headteacher in carrying out its contents.
- To monitor the effectiveness of this policy as part of the support and challenge cycle.
- The governing body supports the review of this policy

Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school
- To report to the governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour,
- The headteacher has the responsibility for giving suspensions or exclusions to individual children for who have shown dangerous behaviours. The exclusion will be for a period of time in which the Headteacher and if necessary, the SENDCo adapt the current provision and individual behaviour reduction plan for the child, and make any changes to the school to keep the child safe (if needed calling upon external agencies).
- For repeated or very serious acts of detrimental behaviour, the Headteacher may make the decision that the school cannot meet the child's needs safely and therefore an alternative provision or setting may be deemed more appropriate. Both these actions are only taken after the Chair of Governors has been notified.

Parents/Carers

- Support the expectations outlined in the Parent Code of Conduct section in the policy
- Support the school's therapeutic thinking approach to behaviour
- Work with school staff so children receive consistent messages about expectations.
- Support the vision and values of the school which are shared on the school website.
- Speak openly and respectfully to school staff in order to have supportive dialogue between home and school as we work together to address concerns about a child's welfare or behaviour.

- If families have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures).

Pupils

- Try to ensure actions and words follow being Ready Respectful and Safe
- Try to engage in restorative conversations with other stakeholders where appropriate
- Strive to follow the Class Charter

MONITORING

- The Headteacher monitors the effectiveness of this policy on a regular basis through 'drop-in' learning walks across the school day.
- The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
 - 'Track It Lights' monitoring tracking system enable staff to make notes throughout the day regarding behaviour (both valued and detrimental) for all children. Staff (midday supervisors, teachers and teaching assistants) liaise together regularly to ensure continuity.
- Staff work with parents/families of individual children to manage home/school link books and review risk reduction plans to promote relationship between home and school.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The Staff and Governing Body review this policy annually. They may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

This policy should be read alongside other key school policies: Safeguarding, Keeping Children Safe in Education, Coastal Learning Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions