



Whole School Relationships and Behaviour Policy 2025



All behaviour is communication

We aim to provide a calm and nurturing environment, through a therapeutic approach, where young people feel safe, and are empowered to learn about and form positive, trusting relationships. We have high expectations for all our young people and adults throughout the school day, including in The Lighthouse, our breakfast club and after school provision. We recognise that exacting standards of behaviour impacts positively on our journey to ensure all young people can achieve and thrive both inside and outside the classroom.

A behaviour policy in a Church of England School is informed by Christian values, which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ.

Our vision and values are at the core of everything we do. We strive to provide an environment which prepares our pupils to be confident, happy citizens.

At St Stephen's, we are inspired by the biblical teaching and example of Jesus Christ being,
'The Light of the World' (John 8:12).

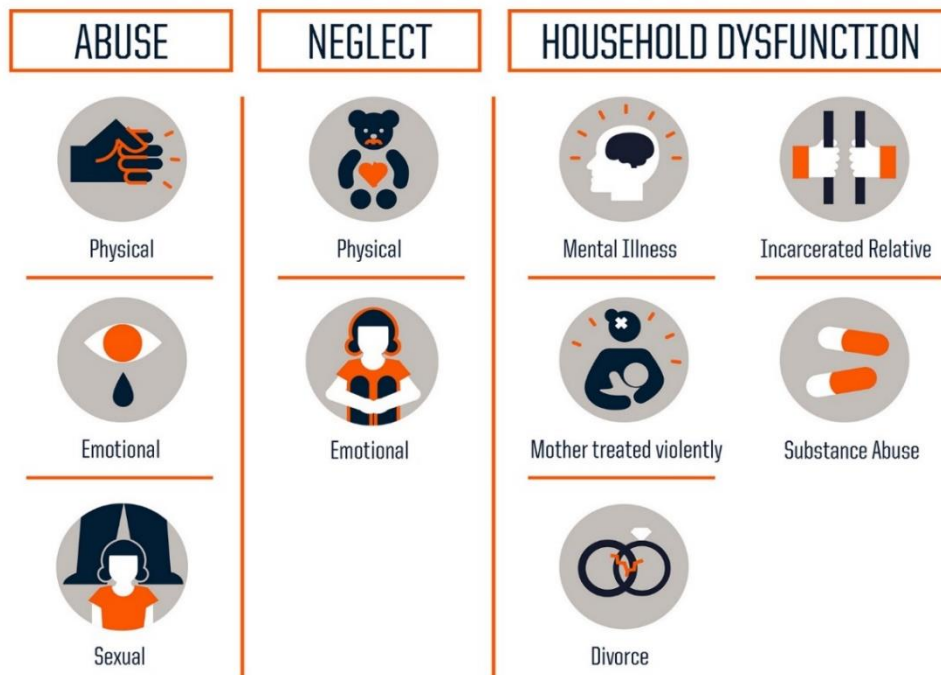
Our school is welcoming and inclusive. We strive to celebrate and nurture everyone to their full potential. We, both children and adults, desire to be **good role models** who inspire others through a **love of learning** and are motivated to make a positive impact on each other's lives. We want this impact to go beyond the school, into our community and the world. To be 'lights in the darkness' for, the 'light shines in the darkness and the darkness has not overcome it' (John 1:5)

Our values of **compassion, courage and friendship** support our pupils to be good role models, and our values of **wisdom, joy and resilience** to develop a love of learning.

We recognise that behaviour is communication: young people and adults communicate their feelings, emotional state, and needs through their behaviour. Adults must regulate their own needs and feelings whilst trying to support young people to understand and regulate themselves.

We understand that our behaviours are driven by our emotional state which are influenced by our individual experiences, in particular those from early childhood. Adverse Childhood Experiences (ACEs) can also affect our well-being, health and how we view and interact with the world.

Adverse Childhood Experiences



Source – Centres for Disease Control and Prevention
Credit – Robert Wood Johnson Foundation

In education, we remember to view them as a young person. We understand the stage they are at and consider their lived experiences. We acknowledge how this influences their view of the world around them and empathise with how it can impact on their ability to develop trust, regulate emotion, and feel safe.

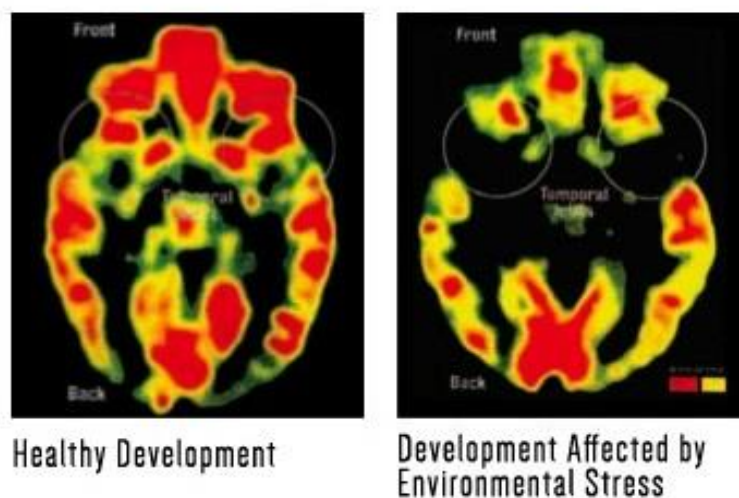
Toxic stress is the body’s response to lasting or prolonged stress, without adequate support. Experiencing a number of ACEs without protective factors can cause this stress and have a significant impact on the young person’s present and future:

Toxic stress from ACEs can negatively affect children’s brain development, immune systems, and stress response systems. These changes can affect children’s attention, decision-making, and learning. ⁱ

Protective factors are attributes that that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities, for example: the presence of a loving and supporting parent; positive self-perception, self-regulation skills, parenting competencies, positive school environment.

Young people experiencing toxic stress may struggle to focus whilst in school and may not give priority to being in school or conforming to our expectations. They may not interact positively with peers and/or adults.

Comparison of the developing brain




Source – Newsweek. Spring/Summer 1997 Special Edition
Credit – Dr. H. T. Chugani

We also consider the developmental stage of the young person and know that this may not always correspond to their chronological age. There may be different skills that need to be taught, modelled, and practised over time to support their ongoing social and emotional development.

We acknowledge that adults can be a protective factor in the life of any young person, endorse positive relationships as a vehicle of change and passionately believe that developing relationships is the foundation of all interactions. These relationships support the development of collaborative skills and can empower young people to make positive changes to their own lives and futures.

Every interaction is an intervention by which we model and teach the behaviours we wish to see. Our PSHE curriculum alongside our RE/RSE curriculum aims to teach young people about positive relationships, choices, rights, and responsibilities. We teach them about the power of positive relationships: how to build and maintain them as well as how to repair them following any conflict.

We have three whole school rules

'Bee' respectful of yourself, others and our school 

➤ **Respect for self refers to our commitment to our:**

- school work,
- appearance,
- being in the right place at the right time, doing the right thing

➤ **Respect for others refers to the fact that we should:**

- support others,
- be polite and use good manners at all times,
- complete work without disturbing others,
- follow staff's instructions,
- treat others as we would like to be treated ourselves

➤ **Respect for our school refers to:**

- looking after property belonging to others and to our school,
- having pride in our school, and keeping it tidy

At the start of each year we agree a class 'Charter'

These are based on rights and responsibilities, for example:

- We all have a right to learn.
- We all have a responsibility to make the classroom somewhere we can learn.

Other rights and responsibilities include keeping everyone safe, being individuals, and being part of the class and school community.

Instructions change depending on the context and circumstances, but the rules and charter should be consistent and apply to all.

Rules are displayed around school and young people are clear about the meaning through open discussions in class and assemblies, during class time and through regular reminders and refreshers.

We expect all members of our school community to be polite and respectful. Our Equality Policy is explicit regarding our views on the use of racist and sexist language, and all other discriminatory language and behaviour. Every incident is challenged, recorded, and resolved.

We understand that this may come from how young people are socialised, their early experiences, current circumstances or how they view the world and their relationships with others. As such, we take a proactive approach in modelling appropriate language, validating their feelings and emotions, and using empathic listening.

All aspects of our policies apply to every member of our school community at any time they are on school premises, including (but not limited to) young people, staff, parents, carers, visitors, professionals, contractors.

Our anti-bullying and online safety policies detail our preventative, reactive and restorative approach to bullying. Any incidents of child-on-child abuse, verbal, physical or sexual abuse is taken very seriously and fully investigated. This is comprehensively detailed in our safeguarding policy.

All parents and carers have access to our Behaviour and Relationships Policy through our website. A paper copy can be provided upon request. The policy is reviewed regularly, and they are informed of updates by letter. Policy updates are published clearly on our website.

A curriculum supporting personal development and growth

We understand that learning, behaviour, and self-esteem are intertwined. We are committed to teaching a balanced and broad curriculum that is based around values and supports young people in:

- developing self-awareness, management of feelings (through use of Zones of Regulation), motivation, empathy, and social skills
- nurturing self-esteem, personal responsibility, acceptance of difference and positive relationships
- celebrating achievement (academic, social, and personal).
- helping them to overcome obstacles to learning
- developing skills in managing conflict and repairing relationships through restorative practices
- promoting a love of lifelong learning
- preparing for life beyond the school gates.

Rewards and sanctions

Many young people are motivated by the positive and specific attention paid to their efforts and achievements by the adults who care for them and know them best.

Although the effectiveness of external reward systems (e.g., stickers and charts) in motivating change is limited, we utilise some of them to serve as reminders of past successes.

It is typically more effective to focus on reminding them of current successes and positives, prompting them to repeat/recreate them, such as: postcards home, 'St. Stephen's Lights in the Darkness board', dojos, house points, alerts on social media.

Our young people are encouraged and developed to be resilient and work through difficulties and challenges while the adults remain aware of and empathetic towards their past experiences, current situations, and developmental barriers.

The activities created for them are pitched at the right level of challenge, designed to support success, and communicated effectively to ensure understanding.

Consequences are not viewed as punishments. In school, both young people and adults understand that the consequence issued for inappropriate behaviour:

- helps them understand what it was that was unacceptable
- allows the young person to reflect on the behaviour
- helps them understand what they need to do next
- prepares them emotionally for being ready to repair and move on
- allows the young person to repair the issue
- allows the young person to resolve the situation with a teacher or other young person, as appropriate
- keeps others safe if the behaviour has been dangerous or disruptive.

Shame is never used as a tool to influence a change in behaviour.

We understand that shame is a toxic emotion that can trigger challenging behaviours or overwhelm a young person. This can significantly affect them and result in their opting out of learning and/or ceasing to engage in school.

Adults, whilst expecting consistent adherence to agreed rules, are aware that some young people have differentiated needs for support to enable them to follow and meet adult expectations. We consider their individual needs while remaining aware of and empathetic towards their past experiences, relationships, and current emotional state.

Conflict resolution & restorative practice

When dealing with an incident where a young person has caused harm, a restorative approach is adopted. This response may be either formal or informal. Using this approach is valuable in helping us to understand what has happened, to consider the impact on those involved and to explore next steps to repair the relationship and move on.

Our approach is based on four key principles:

- **respect** for everyone by listening to other opinions and learning from them
- taking **responsibility** for your own actions
- developing the skills within our school community so individual members have the competence to identify solutions, repair harm, and ensure behaviours are not repeated
- **reintegration** by working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

The process is managed in a way that does not proportion blame. It promotes understanding, gives those involved a voice, provides an opportunity to be listened to and empowers all participants to seek a positive resolution they can influence. Working in this way can help identify meaningful outcomes where those involved take some ownership of the resolution. Frequently, it builds connections and develops relationships.

As part of the process, key questions are asked which helps with the processing of the wrongdoing or conflict. Those questioned are offered time to think and reflect on the event(s).

Restorative questions – for those who cause harm

- What has happened?
- What were you thinking and feeling at the time?
- What have your thoughts and feelings been since?
- Who do you think has been affected?
- How have they been affected?
- What do you think needs to happen next?

Restorative questions – for those who were harmed

- What were your thoughts and feelings about what happened?
- What has been the hardest thing for you?
- How have others been affected?
- What are the most important issues for you?
- What do you think needs to happen next?

Individual needs

This relationship policy is for everyone. All young people are unique in their experiences, regulation strategies and perception of the world. This is why a more personalised and individualised approach to behaviour management is used.

We have a strong Pastoral team in school who ensure the policy is upheld with consistency, equality, and equity. We also work co-operatively with partner agencies.

Pastoral team	
Name	Title
Miss Brennan	Pastoral Support Worker
Mrs Southern	Headteacher
Mr Lawrenson	Assistant Headteacher
Mrs Lowe	Assistant Headteacher
Mrs Deakin	Senco

Our approach to low level behaviour

To support improvements to low level behaviour we use chance/ warning/ action/ buddy class	
Chance	The child will be reminded of the correct actions.
Warning	The child will be informed that they are not doing the correct thing and again reminded of the right thing to do.
Action	If inappropriate behaviours continue action will be taken. This will be the loss of 5 minutes at the next break time.
Buddy Class	If there is still a continuation of these behaviours the child will be removed from their classroom and will be

	required to complete their learning in their buddy class for the remainder of the session. They will also lose 10 minutes of the next break time.	
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Our approach to higher level behaviour

To reduce higher level behaviour, we:		
Removal from the situation	The child will immediately be removed from the situation where the behaviour has occurred by the Pastoral Support Worker or a member of SLT. The remainder of the learning session will be spent with the Pastoral Support Worker.	
Consequence	The child will lose all the next lunch time and spend this with the Pastoral Support Worker or SLT. Parents will be informed by telephone of the incident.	
In more extreme cases of challenging behaviour, school may choose to use a reset session where children will remain away from their peers to allow them to regulate their emotions and reflect on their actions.		

Our approach to risk or crisis behaviour

To resolve risk or crisis behaviour we:	
<ul style="list-style-type: none"> • Implement a behaviour support plan (see appendix 1) • Implement a behaviour pathway (see appendix 2) • Implement a home behaviour support plan as necessary (see appendix 3) 	

Suspensions and exclusions

Suspensions and permanent exclusions are used as infrequently as possible but may sometimes be necessary – as a last resort – where previous approaches to behaviour management have been exhausted.

We understand behaviour which has a negative impact on others can be attributed to a young person attempting to communicate an emotional need, however at times suspension or permanent exclusion may be necessary to maintain the safety of the school community.

We take reasonable steps to prevent the need to suspend or permanently exclude a young person, including working with parents, carers and outside agencies to make a plan to support the young person and affect change.

A suspension or permanent exclusion may have a serious effect on young people and may lead to a breakdown of relationships, generate feelings of rejection and shame, and affect their self-worth.

We also recognise that suspensions and permanent exclusions may impact significantly on parents and carers, and this is considered as part of the process.

The decision to permanently exclude a young person is a highly regrettable decision and we do everything within our power to avoid such a serious measure.

Physical intervention

Reasonable force involves a degree of physical contact between a member of staff and a young person. This force is used either to control or restrain. Reasonable means using no more force than is necessary and for no longer than is necessary.

Professional judgement is always applied. For planned physical intervention, individual circumstances are considered, for example: their school history, our understanding of their ACEs and any emotional impact based on past traumas.

It is contemplated only as a last resort, where there is no other option and used in a way that maintains the dignity and safety of all concerned.

Staff use it to keep other members of the school community safe or to prevent a young person:

- causing disorder
- hurting themselves or others
- damaging property

Physical restraint is never used as a form of punishment. Following the use of physical intervention, we undertake work to repair relationships between all those effected using restorative conversations, solution circles and suitable reparation.

Incidents of physical restraint are recorded in our serious incidents log and parents are fully informed of the event.

Searching and confiscation of property

Any prohibited items found in a young person's possession on the school site are confiscated. These items are not returned to the young person.

The list of prohibited items include:

- knives, weapons, or something we perceive to resemble a weapon
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that we reasonably suspect has been, or is likely to be, used to commit an offence, or injury to a person or damage property, or which is harmful or detrimental to school discipline.

We may also search a young person or their possessions, for any of these prohibited items, if we believe they may have brought them onto the school site.

The searching and/or screening of a young person is conducted in line with the latest version of the DfE's guidance *Searching, screening and confiscation at school*, dated: 13th July 2022.

Misbehaviour beyond the school gate

We expect all our young people to act as positive ambassadors for our school and to be considerate members of the local community. We understand the impact that misbehaviour may have in the community and have given due consideration to how we respond to potential incidents of this.

If misbehaviour occurs when a young person is taking part in a school-organised or school-related activity off the school site (regardless of the time of day), the school behaviour policy applies. We, where possible, facilitate a restorative outcome to any member of the public – or school community – affected by the event.

If an incident occurs when the young person is travelling to or from school, or when wearing a school uniform or is in some other way identifiable as a member of our school, they and their parents/carers are spoken with. We take proactive steps to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

Additionally, misbehaviour that does not strictly meet the conditions above but may have repercussions for the smooth operation of our school, and/or pose a threat to another pupil or member of the public, and/or adversely affect our reputation is investigated and resolved. In these circumstances, the young person's parents/carers are contacted and (if necessary) steps are taken to facilitate a restorative outcome to any member of the public – or school community – affected by the event.

In the event of a very serious incident, we seek the support of the local linked Police and Community Support Officer or Police Officer.

Pastoral care for school staff accused of misconduct

We manage allegations of abuse against teachers and other staff following the statutory guidance set out in latest version of 'Keeping Children Safe in Education' (2025).

Our detailed procedure for dealing with safeguarding concerns or allegations for those working in school (paid or unpaid) is set out clearly in our Safeguarding Policy and our approach is summarised below.

It is used where it is suspected or alleged that a member of staff has:

- behaved in a way that has harmed a young person or may have harmed a young person
- possibly committed a criminal offence against or related to a young person
- behaved towards a young person or young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people.

Allegations are considered under two sections:

- allegations that meet the harm threshold
- allegations/concerns that do not meet the harm threshold – also known as 'low-level concerns.'

All allegations are dealt with effectively and timely to:

- minimise the risk to the young person
- minimise the impact on the young person's academic progress
- ensure a fair and thorough investigation for all parties.

We do not automatically suspend a member of staff accused of misconduct.

Cases not covered by our Safeguarding Policy are dealt with under staff disciplinary arrangements.

Allegations concerned with someone no longer employed at school are reported directly to the police.

How we respond to allegations:
<ul style="list-style-type: none"> • investigation by a member of the senior leadership team or chair of governors • referral to LADO (local authority designated officer)

The role of parents and carers

Parents/carers play an integral part in supporting our culture of excellent behaviour. This guidance has been produced with the aim of ensuring it is easily understood by all.

The guidance is published, in writing, annually and can be accessed through the school website. We regularly direct parents towards the guidance to ensure they are familiar with it and our expectations. It is shared with parents as part of the transition process. It is provided to the parents/carers of any young person joining us mid-term.

We encourage parents to reinforce the policy at home, as appropriate. This is crucial so young people understand that their success is based on a strong partnership between home and school.

We maintain regular dialogue with parents/carers around behaviour. We provide updates on behaviour, encourage parents/carers to celebrate positive behaviour and hold sessions for parents/carers to help them understand our expectations around behaviour.

Any parent/carer with a specific concern around behaviour is encouraged to contact a member of our pastoral team (listed above) in the first instance.

We include parents in all pastoral and restorative work following misbehaviour, including the review of specific behaviour interventions currently in place.

We proactively celebrate positive behaviour through our social media channels too.

Date reviewed: November 2025

Next review: November 2026

Chair of Governors: Mrs. J. Pollard

Appendix 1

Behaviour Support Plan

Monday 	Worship: 	Phonics: 	Session1: 	Breaktime 	Session2: 	Lunchtime: 	Session 3: 	Session 4:
Tuesday 	Phonics: 	Session1: 	Breaktime 	Session2: 	Lunchtime: 	Session 3: 	Session 4: 	Worship:
Wednesday 	Phonics: 	Session1: 	Breaktime 	Session2: 	Lunchtime: 	Session 3: 	Session 4: 	Worship:
Thursday 	Phonics: 	Session1: 	Breaktime 	Session2: 	Lunchtime: 	Session 3: 	Session 4: 	Worship:
Friday 	Phonics: 	Session1: 	Breaktime 	Session2: 	Lunchtime: 	Session 3: 	Session 4: 	Worship:
Monday notes: 		Tuesday notes: 		Wednesday notes: 		Thursday notes: 		Friday notes:

What does red mean?

- Behaviour has led to significant disruption to the class's learning.
- Behaviour has been rude or disrespectful.
- Behaviour has been unsafe and put others in danger. This includes hurting others in anger.

What does orange mean?

- Behaviour has led to the brief disruption of the learning of those around them.
- The child has needed repeated reminders to follow the class rules.
- The child has displayed some low-level challenging behaviour towards staff.

What does green mean?

- The child displays behaviour in line with their peers. They are able to stay on task, without interrupting the learning of others, whilst showing respect to their teachers and their peers

Appendix 2

How might the behaviour support plan work for low level behaviour:

Universal Approach: Child follows the school rules. CWA used as required.



1. Stage 1:

If child consistently receives 80% CWA (which may include lost lunches) for 80% of sessions over a two-week period – **Meeting 1** to be held with parents, strategies to promote positive behaviour to be discussed (social stories etc), behaviour report card discussed as a next step should behaviour not improve.



2. Stage 2:

If child continues to consistently receive CWA over the next 2 weeks – **Meeting 2** with parents, class teacher and SLT to introduce a behaviour support plan.

Behaviour support plan to be used for 2 weeks. **Meeting 3** is held with parents and SLT to review / celebrate progress so far.

(There are 8 sessions a day = 40 sessions a week. To be removed from the support plan, the child must score at least 80% (32) of sessions as green and no more than 20% (8) sessions as orange. Red sessions in the last week will result in the child remaining on the support plan. The support plans will be analysed for patterns / trigger sessions at the end of every week.)



Stage 3:

If the child is to remain on the report card, another review meeting (**Meeting 4**) will be held 2 weeks later to review / celebrate progress.

3. Stage 4:



If the child has still not met the required standard, a meeting will be called with SLT, the class teacher and parents (**Meeting 5**) and a personalised behaviour pathway will be created with a more bespoke “points” report card. The possibility and process of an official exclusion will be discussed with parents. At this point, referral to external agencies will also be discussed.

Timeline:

80% CWA over a 2 week period – Meeting with parents

2 weeks later - Meeting with parents to discuss progress. Report Card issued if required.

2 weeks later - Meeting with parents to review / celebrate. Remain on report if progress not made.

2 weeks later - Meeting with parents to review / celebrate. If progress still not made, "Individual pathway" created, discussion re. exclusion. Points behaviour report card implemented.

Appendix 3

Undesirable behaviour	Possible outcome of behaviour	Preventative measures	Step 1 if behaviour occurs	Step 2 if behaviour continues to occur
Screaming / Tantrums	<ul style="list-style-type: none"> -Takes longer for ██████ to self-regulate whilst screaming. -Distressing for both staff and children, some children are very frightened by the noise -Disturbs the learning of several classes. 	<ul style="list-style-type: none"> - Try to distract ██████ if he is becoming agitated - Remove ██████ from the area if possible, to minimise the impact to the learning of others. 	<ul style="list-style-type: none"> -Remain calm -Remove ██████ away from other children until calm if this has not happened already and is safe to do so. -Move immediate hazards away so ██████ is safe if he tantrums or lies on the floor etc. 	<ul style="list-style-type: none"> -Seek help of Safer Handling staff. - Continue to try to distract ██████ - Ensure ██████ has space around him to encourage self-regulation. - Phone call home if he fails to regulate within half an hour.