

Lavington Park Federation

*Behaviour and
Relationships Policy*



The Lavington Park Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Reviewed by

Clerk/Headteacher

Approved by

Governing Board - 7th May 2026

Next Review

Summer Term 2027

1. Introduction

This Behaviour and Relationships Policy outlines how we, as a school community, strive to maintain positive, respectful, and supportive behaviour and relationships. The policy incorporates essential Christian values such as kindness, respect, responsibility, friendship, and hope. Additionally, it introduces the Zones of Regulation framework to foster emotional awareness and self-regulation, particularly in children. We also emphasise the importance of using shared positive language to guide children's behaviour, helping them understand and manage their emotions in a constructive way. Forgiveness is a key part of restoring relationships, and we encourage this practice through discussion when relationships have broken down.

2. Purpose

The purpose of this policy is to provide a clear framework for promoting and maintaining high standards of behaviour and relationships within our school community. It sets out expectations for children, staff, and parents, ensuring a consistent and fair approach to behaviour management.

3. Core Values

Behaviour and relationships within Graffham and Duncton are grounded in the following values:

- **Kindness:** Treating others with empathy, compassion, and consideration.
- **Respect:** Honouring each person's dignity and uniqueness.
- **Responsibility:** Taking ownership of our actions and understanding their impact on others.
- **Friendship:** Building connections based on trust, loyalty, and mutual support.
- **Hope:** Maintaining optimism, resilience, and a belief in the potential for positive change.

4. Leadership and Management

The Headteacher and Senior Leadership Team (SLT) have overall responsibility for behaviour management in the school. The Headteacher oversees the implementation of this policy, ensuring staff are well-supported and trained. Governors are engaged in monitoring behaviour trends and ensuring the necessary resources are allocated. Staff work collaboratively with parents and external agencies where necessary to provide additional support for children who require it.

5. Staff Induction, Development, and Support

All staff receive regular training on behaviour management, including de-escalation strategies, positive reinforcement techniques, and our school's approach to maintaining a nurturing environment.

New staff members are inducted into the behaviour policy as part of their onboarding process, ensuring consistency across the school. Ongoing professional development opportunities are provided to maintain high standards in behaviour support.

6. Pupil Transition

We recognise the importance of smooth transitions between key stages and settings. Support is provided for children moving between year groups, and additional provisions are made for children with specific needs to ensure a successful transition.

7. Pupil Support

Our approach to behaviour management includes a strong focus on pupil support. Children who experience difficulties with behaviour are given targeted interventions, pastoral care, and, where necessary, external support.

This policy links directly to our **Exclusions Policy** and **Antibullying Policy**, which outline further steps taken when behaviour concerns arise. These policies provide additional guidance on exclusion procedures and our proactive approach to preventing bullying and ensuring pupil well-being.

8. Child-on-Child Abuse

While child-on-child abuse is primarily covered in the **Exclusions Policy** and **Antibullying Policy**, we acknowledge its relevance to behaviour management. Staff are trained to recognise and address instances of child-on-child abuse promptly and appropriately, ensuring all children feel safe and supported.

9. The Zones of Regulation

The Zones of Regulation framework is a tool that helps individuals identify and regulate their emotions. It encourages self-awareness and teaches coping strategies to handle emotions effectively. This framework is particularly valuable when talking to children about their behaviour. Zones of regulation visuals are displayed in classrooms and other communal places around the school for children to refer to and help them identify their emotions.

- **Blue Zone:** Emotions like sadness, boredom, or fatigue.
- **Green Zone:** Calm, focused, and content. The ideal state for learning.
- **Yellow Zone:** Emotions such as frustration, worry, or excitement.
- **Red Zone:** Strong emotions like anger, rage, or panic.

Strategies and approaches to managing each zone are embedded within our teaching and daily routines.

10. Banned Items

We do not operate a formal list of banned items, as this is generally more relevant for secondary school settings. Instead, we focus on educating children about safe and appropriate behaviour within the school environment.

11. Mobile Phones

Children are not permitted to use mobile phones during the school day. If a child needs to bring a mobile phone to school, it must be handed in to the office at the start of the day and collected at home time. This policy ensures a distraction-free learning environment and supports the well-being of all children.

12. Using Shared Positive Language with Children

We use clear, consistent, and positive language to help children understand their emotions and behaviours, encouraging self-regulation. Adults model calm and positive responses to situations, reinforcing strategies children can use to manage their emotions.

13. The Role of Forgiveness in Restoring Relationships

Forgiveness is encouraged as a way to rebuild trust and move forward. Children are supported to reflect on their actions, engage in restorative conversations, show forgiveness if they feel able to and learn from experiences.

14. Rewards and Sanctions

We believe in celebrating good behaviour while addressing inappropriate actions fairly and consistently.

Rewards:

- Verbal praise
- Class reward systems (e.g., marbles in a jar)
- Certificates presented in assemblies

Sanctions:

- **Choice:** A reminder to make a better choice.
- **Warning:** A discussion with the teacher during break or lunch.
- **Second warning + Reflection form:** A structured reflection session.

- **Parents informed:** If behaviour persists, parents are involved in developing a support plan.
- **Suspension or Exclusion:** As a last resort for serious or repeated infractions.

15. Conclusion

At Graffham and Duncton, we are committed to fostering a culture of respect, kindness, and emotional awareness. By embedding the Zones of Regulation, using shared positive language, and promoting restorative practices, we equip children with the tools to develop self-regulation, build strong relationships, and contribute positively to our school environment.

Through collaboration between children, staff, and families, we create a safe, inclusive, and nurturing environment where every child can flourish and embrace life in all its fullness.