

Behaviour and Relationships Policy

Waltham St Lawrence Primary School



Governors' Committee Responsible	Full Governing Board
Status	Statutory
Review Cycle	Annual
Date Written/Last Review	March 2025
Date of Next Review	March 2026 (Under Review)

Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning

Introduction

Parents are reminded that in choosing Waltham St Lawrence Primary School for their children, they will read and adhere to our policies, procedures and vision. In order to enable effective teaching and learning to take place, excellent behaviour in all aspects of school life is necessary.

Schools have a moral and legal obligation to ensure that they set clear expectations for high standards of behaviour and that they reinforce these at all times.

Pupils' behaviour at WSL is exceptionally positive. This has been validated by Ofsted in being 'Outstanding' and the many individuals who visit the school.

"The school's work to promote pupils' personal development and welfare is outstanding. The school's values help pupils to develop strong social skills. Around the school, pupils' behaviour is exemplary. They demonstrate excellent manners..." (Ofsted report, March 2017).

"Pupils display a real joy for and love of learning. Excellent attitudes to learning and exemplary behaviour enable even the youngest children to reach the very high expectations set by their teachers..." (Ofsted Report, February 2023)

If a child is struggling to meet our behavior expectations, we will inform parents and expect parents to work in collaboration with the school to support and reinforce our policies.

Aims

We are a value-led school, whose values are built on mutual trust and respect for all. The Five Core Values, **Truth, Love, Peace, Responsibility and Community**, are our official whole school values which underpin all we do and who we are. These values form the basis of the whole school policy and practice to enable the school to fulfil its vision and to ensure the wellbeing of us all.

The expectation of outstanding behaviour is embedded within the ethos of the School. We pride ourselves on our extremely positive relationships, where everyone is valued, respected and treated fairly within an environment where children feel safe and happy, and they can learn and play with confidence.

To achieve our aims we will:

- Teach values through The Big Think, an empowering SMSC programme & Values education linked to the fundamental British Values;
- Ensure that every child is aware of the whole school values, understand their rights and responsibilities;
- Expect outstanding behaviour to be modelled by all adults in the school;
- Promote a positive, calm and purposeful atmosphere where pupils can achieve their potential;
- Create a positive learning environment that promotes the development of children academically, creatively and socially.
- Celebrate and praise children's achievement and success
- Promote good relationships so that everyone can work together in an effective and considerate way;
- Help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Encourage independence and self-discipline by supporting children to develop self-regulation skills so that pupils are better able to understand, control and take responsibility for their behaviour.
NB: Young children and those with weak executive functioning skills may not have the impulse control to be able to make conscious behaviour choices.
- Teach pupils to recognise and respect the rights and opinions of others and give pupils strategies to sort out differences in peaceful ways e.g. through Peer Mediation;
- Give pupils strategies to sort out differences in peaceful ways e.g. through Peer Mediation;
- Teach pupils to recognise the rights and opinions of others;
- Make a clear distinction between the child and their behaviour;
- Provide ongoing training or Continuous Professional Development (CPD) for all staff;

- Ensure differentiated approaches to supporting all pupils including pupils with Special Educational Needs and Disabilities;
- Treat pupils fairly and apply a consistent positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School Clubs with parental cooperation and support;
- Value parental support in working collaboratively to find solutions to behaviour matters.
- Establish clear procedures and work collaboratively to manage and resolve unacceptable behaviour

This policy is designed to promote outstanding behaviour, rather than merely deter negative behaviour.

Rights and Responsibilities

Rights of pupils:

- To be able to learn;
- To be treated with consideration and respect;
- To be listened to by adults in the school; and
- To be treated fairly.

Responsibilities of pupils:

- To behave in a way that allows teachers to teach and learners to learn; and
- To treat everyone with consideration and respect.

Rights of adults in School:

- To be treated with respect by pupils, parents and colleagues; and
- To be able to teach/supervise without disruption.

Responsibilities of adults in School:

- To provide a safe, structured and stimulating environment where learners can learn;
- To ensure children know what is expected from them; and
- To be consistent and fair.

Rights of parents:

- To be confident that their children are treated fairly and with respect;
- To raise concerns about their or others' children with staff; and
- To be involved when difficulties arrive.

Responsibilities of parents:

- To encourage children to follow the School Golden Rules and demonstrate the School Values; and
- To communicate with teachers.

Key Values

Pupils at WSL are expected to:

- Act upon advice and/or reminders immediately
- Always strive to work to the very best of their ability.
- Always show consideration and respect each other
- Consider the manner in which concerns are expressed and use formal standard English when interacting with staff, parents and other children.
- Show respect for differences of opinion and recognise that people may have a different interpretation of an event.
- Conduct themselves in a respectful manner and always strive to be the best version of themselves.
- Show respect for others' belongings
- Be honest

The Golden Rules

The School's Golden Rules has been developed in consultation with pupils in class and in the School Council and a concise version is displayed around School. They are based on the Five Values: **Truth, Love, Peace, Responsibility and Community.**

Golden Rules

We respect each other and think and act responsibly.

We listen attentively and follow instructions straightaway.

We work hard and never give up.

We use kind words and keep safe.

We take care of our environment.

Our Routines

Team Stop Signal

Everyone needs to use the same method of stopping children whoever they are: Class Teacher, TA, Lunchtime Controller, PE Coach, Head Teacher, etc. Pupils must know what is expected of them in every lesson, irrespective of who is teaching them.

Our schools uses Ruth Miskin's Team Stop Signal. The teachers raise their hand when they want attention and children raise theirs in return and stop talking. The more quickly they raise their hands, the quicker the lesson moves on. Teachers get potential 'slow responders' to start the signal with them and acknowledge their help quietly.

We apply the approach across the school day e.g. assembly, during transitions, at lunchtime, on trips etc.

'STAR'

Sit up straight

Track the Speaker

Ask politely

Respond like a Scholar

Quiet and respectful:

When moving around our school, pupils must be quiet and respectful. We follow the '**STEPS**' routine of:

Smile

Thank you

Excuse me

Please

Sorry

Rewards

We use explicit and regular praise and rewards for all types of achievement including positive behaviour, exemplary work and effort and demonstrating and promoting School values whenever possible in a variety of ways:

- Positive gestures and acknowledgement of good behaviour and achievement
- House Points or Values Gem Token are awarded by any adults employed in the school;
- Certificates for achievement in school
- Rewards may differ from class to class
- Special responsibilities or privileges are given;
- Achievements and efforts both in and out of School are recognised and celebrated;
- Every week pupils from each class are nominated for the Sunshine Book and certificates are presented to them at the Friday Celebration Assembly and their names are published in the Weekly Newsletter;
- 'Star Pupils' who consistently work hard and strive to be their best self in both their learning and behaviour are chosen each term / year from each Year group with their photographs displayed on the 'Star Board'.

Sanction

As in all areas of learning, pupils do make mistakes; this is how we all learn the difference between right and wrong. Our school systems are designed to help children rectify these mistakes quickly and efficiently. Our staff work in a positive way to remind children of the high standards at WSL. Staff work with children to help them understand the impact of their behaviour and guide them towards more positive behaviour in the future.

Children are expected to be positive role models at all times when representing the school, such as on a school trip or on the school bus on the way to or from school.

A hierarchy of sanctions can be applied to pupils who opt to ignore a warning given by a member of staff and who choose not to follow the School's Golden Rules.

When a pupil's behaviour becomes a concern, the child may be placed on a behaviour support plan. These plans enable adults to work closely with the child to identify the cause of challenging behaviour and to equip them with the skills in recognising and regulating their emotions, as well as strategies to manage their behavior effectively.

We take a restorative approach to behaviour to help children understand the impact of their behaviour on others and take remedial action for example: a verbal/ written apology or reflection or setting and agreeing a target for pupils to meet as part of a behaviour support plan.

If behaviour is such that it threatens the safety of others, disturbs the learning of others and is causing a serious disruption to school life, or has been continuing over an extended period with no sign of improvement, a formal fixed term exclusion may be applied.

Warnings, guidance and advice are usually acted upon by children immediately. However, occasionally it is not and the decision is then at the discretion of the Headteacher whether or not to take action. Our focus to 'treat minor incidents as though they are significant and prevent more serious incidents from arising' is at the core of our approach and reflects a desire to ultimately eliminate any form of negative behaviour. In some cases, parents and children will be warned in advance that formal exclusion from school could be a possibility for them. We know that formal exclusion from school may cause inconvenience for parents, but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of the misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are unacceptable. Excluded pupils are given learning to do at home.

How we further improve behaviour in the school

We work with pupils in the classroom and around the school to help them achieve. This includes achievement in terms of both learning and social behaviour and their interactions with one another and others.

There are two key elements to our approach:

- Praising positive behaviour;
- Consistency pertaining to how incidents of misbehaviour are tackled.

Anti-Bullying Approach

Pupils who are concerned about the behaviour of other children in the School are encouraged to talk to an adult in School who will bring it to the attention of the Class Teacher or the Headteacher.

The school does not tolerate bullying of any kind. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The '**STOP**' messages are taught to children:

Several Times On Purpose and Start Telling Other People.

How we manage behaviour

There are set procedures for managing behaviour. Any of these can be used as appropriate.

Level 1

Appropriate ignoring

Positive verbal warnings

Reasoning

Moving the child within the classroom

Level 2

Verbal warnings and stating consequences

Thinking Table/Chair for reflection

Involving parents informally once an appointment has been made

Level 3

Meeting with parents

Timely meetings with parents to discuss behaviour (only in more serious situations)

Pastoral Support Plan for concerning behaviour and at risk of an exclusion

Withdrawal from classroom

Working with outside agencies e.g. RBWM Behaviour Support Service or Educational Psychologist

Level 4

Formal fixed term exclusion

Level 5

Formal permanent exclusion

High standards of behaviour are expected at all times, towards all adults, on school premises and when representing the school.

The Role of Class Teachers / Staff

- All staff have a responsibility to promote positive behaviour through a holistic, child-centred approach, using the zones of regulation to teach children the skills to recognise and manage their behaviour and emotions.
- It is the responsibility of staff to implement the behaviour policy consistently and ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.
- All staff must Model positive behaviour
- The staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- The staff treats each child fairly and enforces the Five Golden Rules and classroom expectations consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the Class Teacher will take the appropriate sanctions. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Class Teacher will inform a senior leader who will then request to see the parent for an initial concern meeting.
- The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The Class Teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The Class Teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.
- 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, and to report to

Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The school keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

The Role of Parents

- The school collaborates proactively with parents, so that children receive consistent messages about how to behave at home and at school.
- Parents read and sign the Home School Agreement – issued annually in September.
- We share and explain the school's Five Golden Rules around school, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- Where the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should then contact a senior leader.

Liaison between home and school

Liaison between home and school and good relationships between teachers and parents are always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may be experiencing at an early stage, rather than allowing more serious problems to arise. If parents have any concerns about their own child's behaviour, we like them to tell us. Similarly, if they feel their child has experienced a problem that we don't know about or if they feel there has been a mistake in the way an incident has been handled, we ask them to let us know. We try to help children with their difficulties in the fairest and best way.

We ask parents not to intervene with another parent's child and not to reprimand someone else's child, but to see us first if they think something is the matter. We think that all parents prefer to know and have a right to expect that their children will be disciplined appropriately and fairly in school by someone whose job it is to do so. Similarly, we ask children and parents not to pursue in school problems that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we do hear that children have been involved in any kind of problems on the way home, or if we receive complaints about them outside of school time, we speak to them about this and let parents know, particularly if their relationships or behaviour with other children at WSL are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school if the parents feel this would be helpful. By listening to each other and working together, we create a caring, supportive school.

The Role of Governors

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board also reviews this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher account for its implementation.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors will support the Headteacher in adhering to the guidelines and may give advice to the Headteacher about particular disciplinary issues.

Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force' (published July 2013). In some circumstances, staff only intervene physically and may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The actions that we take are in line with government guidelines on the restraint of children. Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Searching, Screening and Confiscation

The DfE has published 'Screening, Searching and Confiscation' guidance (published January 2018) which the school will refer to if a pupil, or group of pupils, are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. Mobile phones are banned from being used on school premises. The school is not required to inform parents before a search takes place and does not need to seek consent.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Staff may lawfully search for electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Allegations

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include fixed or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of Continuing Professional Development.

Monitoring and Review

This Behaviour Policy will be reviewed by the Headteacher and full Governing Board every two years. At each review, the policy will be approved by the Headteacher. However, the Policy may be reviewed earlier than this if the Government introduces new regulations or if the Governing Board receives recommendations on how the policy might be improved.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full Governing Board every two years. However, the principles may be reviewed earlier than this if the Government introduces new regulations

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy

Policy Updated: **March 2025**
Next Review Date: **March 2026**

Appendix 1:



Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy are understood by pupils and staff.
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written Statement of Behaviour Principles is reviewed and approved by the full Governing Board every year.



WALTHAM ST LAWRENCE PRIMARY SCHOOL

Behaviour Incident Record

Name of Child involved in incident:

Class/Year:

Date of Record:	Recorded by:
Date of Incident:	Witnessed by:
Time of Incident:	Location of Incident:
Names and Classes of children involved:	
Type of Incident:	Tick which apply
◇ Classroom Disruption	
◇ Non-cooperative/refusing to do as asked	
◇ Rudeness	
◇ Violent behaviour/ Fighting	
◇ Verbal Abuse/harassment to pupil or adult	
◇ Physical abuse/harassment to pupil or adult	
◇ Sexual abuse/harassment to pupil/staff	
◇ Racial abuse/harassment to pupil/staff	
◇ Damaging school property & environment	
◇ Bullying(several times on purpose: 'STOP')	
◇ Swearing	
◇ Other	
Brief Description of Incident:	
Action Taken	Tick which apply
◇ Children concerned interviewed	
◇ Class Teacher informed	
◇ Headteacher informed	
◇ Parent/Carer informed verbally	
◇ Letter to Parent/Carer	
◇ Other	

CC: Behaviour File in HT's Office and Inclusion Coordinator

Action Taken – Further Notes as appropriate

PTO



WALTHAM ST LAWRENCE PRIMARY SCHOOL

STOP and THINK REFLECTION SHEET

Name of Child:

Class/Year:

Date:

What I did:

Which rule did I break?

What are the consequences of my actions?

Who has been affected by my actions and what can I do to make it better?

What could I do differently next time?

Pupil signature: _____

Teacher signature: _____