

Behaviour and Relationships Policy

Waltham St Lawrence Primary School



Governors' Committee Responsible	Full Governing Board
Status	Statutory
Review Cycle	Annual
Date Written/Last Review	September 2026
Date of Next Review	September 2027

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

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1. Purpose and Legal Context

This policy is written in line with the **DfE Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)** and related statutory guidance for maintained primary schools.

It sets out how we:

- Promote positive behaviour and strong relationships
- Create calm, safe and supportive environments for learning
- Respond consistently and fairly to behaviour

This policy should be read alongside:

- School Suspensions and Permanent Exclusion (DfE, Aug 2024)
- Keeping Children Safe in Education (2025)
- Searching, Screening and Confiscation (DfE, July 2023)
- Use of Reasonable Force in Schools (DfE, Dec 2025)
- SEND Code of Practice (2024)

2. Ethos and School Culture

At Waltham St Lawrence Primary School, we believe:

- High expectations and positive relationships go hand in hand
- Behaviour is learned and can be taught
- Children behave best when they feel safe, valued and understood

Our approach reflects our **Attachment Aware School Award** and the DfE's emphasis on a **whole-school behaviour culture**.

Adults take responsibility for creating the conditions for success through:

- Predictability and clear routines
- Emotionally available, calm responses
- Consistent application of expectations

3. Values and Behaviour Expectations

Our behaviour curriculum is underpinned by our values:

Truth • Love • Peace • Responsibility • Community

The Golden Rules

We always aim to:

1. Respect each other and act responsibly
2. Listen carefully and follow instructions
3. Work hard and persevere
4. Use kind words and keep everyone safe
5. Care for our environment and belongings

Expectations apply:

- On school premises
- At Breakfast and After School Club
- On Trips/residential
- At playtimes and lunchtimes
- Online
- Travelling to and from school
- When representing the school in the community

4. Equality and Equity

At Waltham St. Lawrence Primary School, we apply an equitable approach in all aspects of school life, including how we deal with behaviour incidents and support any dysregulated children.

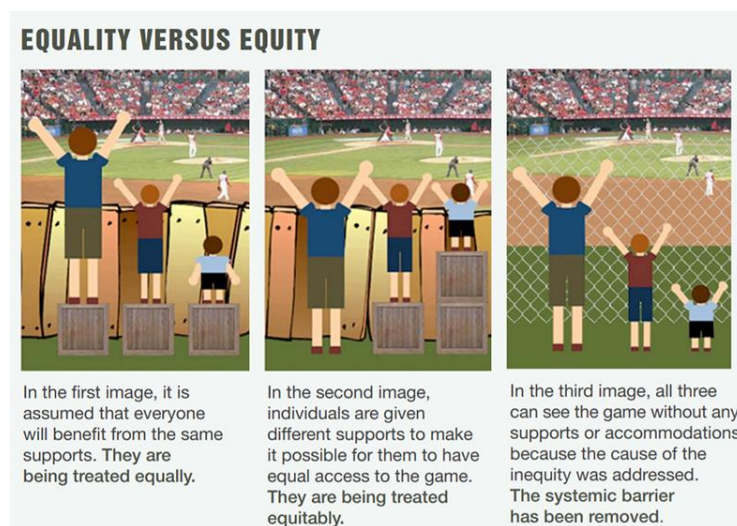
Equality is defined as ensuring that every individual has an equal opportunity to make the most of their lives and talents. It means that everyone has the same opportunity and receives the same treatment and support.

Equity is giving people what they need to make things fair. Therefore, it may mean giving more to those that need it. This is not the same as equality, nor is it the same as inequality. It is simply giving more to those who need it, which is proportionate to their own circumstances, in order to ensure everyone has the same opportunities. For example:

- Helping a child in the class with their school work or with their homework.
- Providing emotion coaching to support a child through a challenging situation
- Providing more support to a vulnerable child so they can reach their full potential

Children are taught the difference between equality and equity and it is important that they understand and trust our judgements and approach without considering treatment to be unfair, or lead to making assumptions about one another.

To support children in understanding the difference we use visuals to prompt discussions such as the one shown below.



5. Consistent Routines and Language

Team Stop Signal – HALT

Used by all staff in all settings: Adult to Countdown 3,2,1. Then put hand in the air.

- Hand Up
- Attention this way
- Look at the adult
- Tap others to help them re-focus

Listening to an adult – STAR

Used by all staff when teaching the whole class or a group of children.

- Sit up straight
- Track the speaker
- Ask appropriately
- Respond respectfully

Moving Around School – STEPS

Used by everyone when moving around the School building

- Smile
- Thank you
- Excuse me
- Please
- Sorry

Transitions to a specific place / lining up

Used by all staff to support children when moving from one place to another in the classroom.

- One finger in the air – Stand Up
- Two Fingers in the air – Tuck Chair Under / Stand Behind Chair
- Three fingers in the air – Line up in silence or move to carpet / desk.

These routines support calm transitions and reduce low-level disruption.

6. Attachment-Aware and Trauma-Informed Practice

We recognise that some pupils may:

Have difficulties with self-regulation

Have experienced adversity or trauma

Have SEND affecting emotional regulation

Staff will:

Use co-regulation before expecting self-regulation

Separate the behaviour from the child

Adjust approaches for pupils with SEND

Avoid shaming, public correction or punitive responses

This aligns with DfE guidance requiring reasonable adjustments under the Equality Act 2010.

Attachment-Aware Language: Staff Prompts and Sentence Starters

To support children who are dysregulated, staff use calm, relational and non-judgemental language. The aim is to reduce stress, restore safety and support regulation before addressing behaviour.

Acknowledging feelings and offering safety

“I can see this feels really hard right now.”

“You’re safe. I’m here to help.”

“Something has upset you — let’s work it out together.”

Co-regulation and calming support

“Let’s take a few slow breaths together.”

"I'm going to stay with you while your body calms."

"Would it help to have some quiet time or a drink of water?"

Reducing demands and giving processing time

"You don't need to answer right now — I'll give you some time."

"I'm going to lower my voice so your body can calm."

"When you're ready, we can talk."

Naming behaviour without judgement

"I can't let you hurt anyone, but I can help you calm."

"Throwing things isn't safe. Let's find another way."

"Your feelings are okay — this behaviour is not."

Supporting reflection once calm

"What do you think your body was telling you?"

"What might help next time you feel like this?"

"How can I help you make this right?"

Reconnection and reassurance

"We all have tricky moments — today doesn't define you."

"I'm glad you're back and ready to learn."

"We'll start fresh."

These phrases support children to feel understood, maintain dignity and develop emotional regulation skills over time, in line with the Attachment Aware Schools Award approach.

Language We Avoid Using (Attachment-Aware Practice)

In line with an attachment-aware, trauma-informed approach, staff are mindful to avoid language that may increase shame, fear, powerlessness or disconnection. The following examples support staff to reflect on language choices and maintain emotional safety.

Avoid language that labels or defines the child

- Avoid: "You are being naughty."

Instead: "That choice isn't safe / kind."

- Avoid: "You're always like this."

Instead: "Something feels hard for you right now."

Avoid language that threatens or withdraws connection

- Avoid: "If you don't do this, I'll..."

Instead: "I'm here to help you get back on track."

- Avoid: "You won't get playtime / you'll miss out."

Instead: "Let's work out what you need so learning can continue."

Avoid public or shaming language

- Avoid: "Everyone else is managing – why can't you?"

Instead: "We all need help sometimes."

- Avoid: "You know better than this."

Instead: "Let's think together about a better choice."

Avoid language that escalates power struggles

- Avoid: "Because I said so."

Instead: "This is my job to keep everyone safe."

- Avoid: "Calm down now."

Instead: "I can see you're struggling – I'll help you calm."

Avoid minimising feelings

- Avoid: "You're fine."

Instead: "That really upset you."

- Avoid: "Stop overreacting."

Instead: "Your feelings are big right now."

Staff are encouraged to **pause, slow their language and prioritise connection before correction**, recognising that calm adults create calm children. This shared language supports consistency, inclusion and emotional regulation across the school.

7. Responding to Behaviour: A Consistent Framework

The DfE states that behaviour responses should **be predictable, proportionate and fair**. To support consistency and clarity for staff, the graduated response below is presented as **step-by-step pathways**, supported by clear examples and SEND guidance. **(The aim is to support behaviour, restore learning and prevent escalation.)**

Staff should always consider:

- the child's age and developmental stage
- identified SEND or emerging needs
- whether the child is regulated enough to respond

Behaviour Levels at a Glance (Staff Reference Table)

Level 1 – Low-Level Behaviour

- Calling out once or brief off-task talking
- Fidgeting or low-level restlessness
- Slow to start work or day-dreaming
- Forgetting equipment or not following a routine once
- Minor silliness without disruption to others

Level 2 – Repeated or Disruptive Behaviour

- Repeated calling out or interrupting
- Leaving seat repeatedly or wandering
- Refusal to begin work after reminders
- Answering back or inappropriate tone
- Continued off-task behaviour affecting others
- Unkind language – Low level name calling

Level 3 – Concerning Behaviour

- Emotional dysregulation or frequent outbursts
- Persistent refusal or withdrawal/shutdown
- Unsafe play or running from an area
- Aggression towards objects or people
- Repeated incidents impacting learning over time
- Repeated or deliberate name calling
- Offensive or discriminatory language based on protected characteristics or identify

Level 4 – Serious Behaviour

- Intentional physical aggression towards others
- Serious verbal threats
- Significant damage to property
- Absconding or behaviour placing others at risk
- Sustained or repeated serious disruption
- Severe targeted verbal abuse

Level 5 – Exceptional Circumstances

- Persistent serious behaviour despite extensive support
- Ongoing risk to the safety of others
- Failure of all agreed interventions
- Significant safeguarding concerns
- Behaviour meeting statutory criteria for permanent exclusion

These examples are indicative, not exhaustive.

Level 1 – Low-Level Behaviour

Examples: calling out once, minor distraction, off-task behaviour

Staff response pathway:

1. **Notice and acknowledge** the behaviour
2. **Prompt or remind** (linked to the Golden Rules, routines or expectations)
3. **Redirect or tactically ignore** where appropriate
4. **Reinforce positive behaviour** once the pupil has re-engaged

→ *Pupil returns to learning*

SEND-specific note:

- Consider sensory or environmental adjustments
- Use visual cues, checklists or pre-agreed signals
- Avoid repeated verbal correction which may overload processing or working memory

Possible Language Prompts for Staff:

- *“Remember our rule about staying focused—let’s get back to your task now.”*
- *“Good choice getting started again—that’s exactly what I’m looking for.”*

Level 2 – Repeated or Disruptive Behaviour

Examples: repeated disruption, refusal to comply, low-level defiance

Staff response pathway:

1. **Clear verbal warning** linked to expectation
2. **State consequence calmly** and consistently
3. **Provide time and space for reflection** (thinking place / regulation space)
4. **Restorative conversation** once calm
5. **Informal parental communication** (as appropriate)

→ *Support pupil to re-engage with learning*

SEND-specific note:

- Reduce language and offer choices
- Allow additional processing time
- Check understanding of expectations

Possible Language Prompts for Staff:

- *“Now is a good time to follow the instruction so you can carry on with your learning.”*
- *“You can get started with your work now or take a short moment to reset—either way helps you get back on track.”*

Level 3 – Concerning Behaviour

Examples: emotional dysregulation, unsafe behaviour, recurring incidents

Response pathway:

1. **Immediate support and regulation**
2. **Senior leader involvement**
3. **Record concerns and patterns**
4. **Meeting with parents**
5. **Behaviour Support / Pastoral Plan agreed**
6. **Interventions or external support (if required)**

→ Ongoing monitoring and review

SEND-specific note:

- Review reasonable adjustments
- Consider unmet needs or triggers
- Involve SENCo in planning and monitoring

Possible Language Prompts for Staff:

- *“Let’s take a moment to help you feel ready again—we’re here to support you.”*
- *“When you’re calm, we can work together on getting you back into learning”*

Level 4 – Serious Behaviour

Examples: violence, serious disruption, high safety risk

Response pathway:

1. Immediate action to ensure safety
2. Remove pupil from situation if required
3. Headteacher decision
4. Fixed-term suspension (where appropriate)
5. Reintegration meeting and support plan

→ Clear expectations and pastoral support on return

SEND-specific note:

- Ensure behaviour is not a manifestation of need without support
- Review risk assessments and provision
- Plan graduated reintegration with SENCo involvement

Possible Language Prompts for Staff:

- *“We’re going to help you feel safe and ready again—let’s move to a space where you can reset.”*
- *“We’ll work together on a plan so you can come back and succeed in your learning.”*

Level 5 – Exceptional Circumstances

Used only when all other strategies and supports have failed.

Response pathway:

1. Review of all interventions and evidence
2. Headteacher decision
3. Permanent exclusion (last resort)

SEND-specific note:

- Ensure all reasonable adjustments and external support have been considered
- Liaise with Local Authority and external agencies

Exclusions are used **only when necessary**, in line with statutory guidance.

8. Restorative and Supportive Practice

Restorative practice is central to our behaviour and relationships approach. It supports pupils to learn from mistakes, repair relationships and develop social awareness, rather than focusing solely on consequences.

When incidents occur, staff will:

- Ensure all children feel safe and calm before discussion takes place
- Help pupils understand **what happened, who was affected and how**
- Support pupils to take responsibility in an age-appropriate way
- Guide pupils to repair harm and rebuild trust

Restorative approaches may include:

- Supported conversations with an adult
- Verbal or written reflection appropriate to the child's developmental stage
- Apologies (verbal or written) where appropriate
- Agreeing and reviewing clear, achievable targets

Restorative practice is not used to apportion blame, but to **teach skills for future success** and strengthen relationships.

9. Recognition of Positive Behaviour

In line with DfE guidance, we recognise that clear teaching and consistent reinforcement of positive behaviour are essential to maintaining high standards.

Positive behaviour is actively taught, noticed and reinforced. We recognise:

- Consistent effort and perseverance
- Positive learning behaviours
- Demonstration of school values
- Improvement over time, not just end results

Recognition may include:

- Specific verbal praise linked to expectations or values
- House points or value tokens
- Certificates and celebration assemblies
- Leadership roles and responsibilities
- Communication with parents

Recognition systems are inclusive and designed to motivate all pupils, including those who may find behaviour and self-regulation challenging.

10. Bullying and Peer-on-Peer Abuse

The school does not tolerate bullying or peer-on-peer abuse in any form.

Bullying is defined as behaviour that is:

- Repeated
- Intentionally harmful
- Power-imbalanced

This may include physical, verbal, emotional, relational or online bullying.

All reports of bullying are:

- Taken seriously
- Investigated promptly
- Recorded appropriately
- Managed in line with safeguarding procedures

Children are taught the **STOP message: Several Times On Purpose – Start Telling Other People**

Support is provided for both the child experiencing bullying and the child displaying bullying behaviour, recognising that both may require guidance, education and emotional support.

11. Behaviour Outside School

The school may respond to behaviour that occurs outside the school site when:

- It poses a safeguarding risk
- It impacts the wellbeing or safety of pupils or staff
- It affects relationships within school
- It brings the school into disrepute

Examples may include behaviour online, on school transport or in the local community.

Any response will be:

- Proportionate
- Reasonable
- Consistent with DfE Behaviour in Schools guidance

Parents will be informed and involved as appropriate.

12. Searching, Confiscation and Reasonable Force

The school follows DfE guidance on **Searching, Screening and Confiscation and Use of Reasonable Force**.

Searching and confiscation:

- May be used where there is reasonable suspicion of prohibited items
- Is conducted respectfully and proportionately
- Does not routinely require parental consent

Reasonable force:

- Is used **only as a last resort**
- Is applied for the **minimum amount of time** necessary
- Is never used as punishment
- Is used to prevent harm, serious disruption or damage to property

All incidents involving searching, confiscation or reasonable force are:

- Recorded
- Reported to parents
- Reviewed by senior leaders

13. Roles and Responsibilities

Staff

All staff are responsible for:

- Modelling calm, respectful behaviour
- Building trusting relationships with pupils
- Applying this policy consistently
- Using attachment-aware and trauma-informed approaches
- Making reasonable adjustments for pupils with SEND

Parents

Parents are expected to:

- Support school expectations
- Communicate concerns promptly and respectfully
- Work in partnership with staff
- Reinforce positive behaviour messages at home

Headteacher

The Headteacher:

- Ensures this policy is implemented consistently
- Supports staff with behaviour management
- Makes decisions regarding suspensions and exclusions
- Reports behaviour trends to Governors

Governors

The Governing Board:

- Approves and reviews behaviour principles
- Monitors the effectiveness of the policy
- Holds leaders to account for its implementation

14. Monitoring and Review

This policy is reviewed:

- Every year, or sooner if guidance changes
- By the Headteacher and Governing Board

This policy reflects current DfE guidance and promotes high standards of behaviour through care, consistency and strong relationships.

Appendix A: One-Page Behaviour / Consequence Guidance (Staff Room Display)

Level	Behaviour	Response	Possible Consequence	Who will be involved
Level 1 – Low Level Behaviour	❖ Calling out once or brief off task talking ❖ Fidgeting or low-level restlessness ❖ Slow to start work or day dreaming ❖ Forgetting equipment or not following a routine once ❖ Minor silliness without disruption to others	❖ Notice and acknowledge the behaviour ❖ Prompt or remind (linked to the Golden Rules, routines or expectations) ❖ Redirect or tactically ignore where appropriate ❖ Reinforce positive behaviour once the pupil has re-engaged	ACTION Verbal reminder / redirection. Silent reflection in classroom for 5 mins with Class Teacher.	Child Class Teacher Teaching Assistant SENDCo
Level 2 Repeated or Disruptive Behaviour	❖ Repeated calling out or interrupting ❖ Leaving seat repeatedly or wandering ❖ Refusal to begin work after reminders ❖ Answering back or inappropriate tone ❖ Continued off task behaviour affecting others ❖ Unkind language – Low level name calling ❖ Accidental or one-off physical response	❖ Clear verbal warning linked to expectation ❖ State consequence calmly and consistently ❖ Provide time and space for reflection (thinking place / regulation space) ❖ Restorative conversation once calm ❖ Informal parental communication (as appropriate).	ACTION Completion of “Reflections Sheet” for 10 minutes with Class Teacher / Teaching Assistant	Child Class Teacher Teaching Assistant SENDCo
Level 3 Concerning Behaviour	❖ Emotional dysregulation or frequent outbursts ❖ Persistent refusal or withdrawal/shutdown ❖ Unsafe play or running from an area ❖ Swearing / Inappropriate language ❖ Aggression towards objects or people ❖ Repeated incidents impacting learning over time ❖ Repeated or deliberate name calling ❖ Offensive or discriminatory language based on protected characteristics or identify	❖ Immediate support and regulation ❖ Senior leader involvement ❖ Record concerns and patterns ❖ Behaviour Support / Pastoral Plan agreed ❖ Interventions or external support (if required)	ACTION Completion of “Reflections Sheet” for 10 mins in Team Leader Room & communication with parents. Internal suspension	Child Class Teacher Team Leader Parents / Carers SENDCo
Level 4 Serious Behaviour	❖ Intentional physical aggression towards others ❖ Serious verbal threats ❖ Significant damage to property ❖ Absconding or behaviour placing others at risk ❖ Sustained or repeated serious disruption ❖ Severe targeted verbal abuse	❖ Immediate action to ensure safety ❖ Remove pupil from situation if required ❖ Headteacher decision ❖ Reintegration meeting and support plan ❖ Fixed term suspension (where appropriate)	ACTION Formal Meeting with parents & Fixed Term Suspension Internal Suspension (where appropriate)	Child Class Teacher Team Leader Headteacher Parents / Carers SENDCo
Level 5 Exceptional Circumstances	❖ Persistent serious behaviour despite extensive support ❖ Ongoing risk to the safety of others ❖ Failure of all agreed interventions ❖ Significant safeguarding concerns ❖ Behaviour meeting - permanent exclusion	❖ Review of all interventions and evidence ❖ Headteacher decision	ACTION Permanent exclusion (last resort)	Child Class Teacher Team Leader Headteacher Parents / Carers SENDCo

At all steps we consider:

- Age
- SEND
- Regulation
- Proportionality

Appendix B: Reflections Sheet - Children



WALTHAM ST LAWRENCE PRIMARY SCHOOL

Reflections Sheet - Children

Your name: _____

Your Class: _____

Date: _____

This reflections sheet will help you to think about what happened, how you felt, and how your actions affected others. Please answer each question honestly, using sentences, to show your thinking. This will help you to learn from what happened so that you and others affected can feel safe and happy.

1. What happened, and what were you trying to do at the time?

2. Which school rule or value was not followed?

3. Who has been affected by what happened, and how might they feel?

4. How are you feeling about it now, and what could you have done instead?

5. What can you do to make things better, and what will you try next time?

Your signature: _____ Your teacher's signature: _____

Appendix C: Reflections Sheet – Parents / Carers (with explanations)



WALTHAM ST LAWRENCE PRIMARY SCHOOL

Reflections Sheet - Parents

Your name: _____

Your Class: _____

Date: _____

This reflections sheet will help you to think about what happened, how you felt, and how your actions affected others. Please answer each question honestly, using sentences, to show your thinking. This will help you to learn from what happened so that you and others affected can feel safe and happy.

1. What happened, and what were you trying to do at the time?

(Helps children explain behaviour without fear and recognise their needs.)

2. Which school rule or value was not followed?

(Links behaviour to clear expectations in a non-blaming way.)

3. Who has been affected by what happened, and how might they feel?

(Builds empathy and perspective-taking.)

4. How are you feeling about it now, and what could you have done instead?

(Supports emotional awareness and problem-solving.)

5. What can you do to make things better, and what will you try next time?

(Focuses on repair, growth, and future success.)

Your signature: _____ Your teacher's signature: _____

Appendix D: Behaviour Support Plan Template



Positive Behaviour Support Plan

Name of child:

Name of setting:

Start date of plan:

Behaviour we want to change:

Identified triggers

Identified warning signs

Primary prevention strategies – Green to be happy and calm

1. Strategies to eliminate or reduce triggers

2. Strategies to replace the behaviour to achieve the same outcome

3. How you will recognise positive behaviour

Prevention strategies and also for use following an incident – Amber for reducing anxiety

Reactive strategies - Red for keeping the child and others safe

Outcome you are hoping for (Consider how much you would like to reduce or eliminate the behaviour)

People who have contributed and agreed this plan (Parent/carers and/or other professionals)

How often you review this plan

Review Record

Date	Has the behaviour reduced in line with your planned outcome? Yes/No	Is the review in response to an incident? Yes/No	What adjustment have you made to the plan?	Name of person reviewing