

Relationships and Behaviour Policy



Headteacher

Mrs K Thompson

Agreed: September 2025

Review: September 2028



Relationships and Behavioural Policy

Policy Statement

White Rose Primary is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality.
- To learn or to teach, or to do their job.

Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 29 of the UNCRC.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and children, between adults and between children. All staff are encouraged to use praise and re-enforcement of whole school and class charters to help children achieve their best work and respect the rights of everyone.

Aim of the Policy

- To create a culture of excellent relationships and behaviour.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils inappropriate attention and importance for poor conduct.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

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Purpose of the Policy

Our Respectful Relationships and Behaviour Policy is designed to acknowledge and reward pupils' good work and behaviour that respects the rights of everyone. Praise and rewards are both important influences in motivating pupils and building self-esteem.

Whilst emphasising behaviour that respects the rights of everyone, we also lay out sanctions. Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them.

The following procedures will enable our Respectful Relationships and Behaviour Policy to be implemented.

Whole-school level

- All staff understand the school's core belief about behaviour.
- Positive out of class behaviour is promoted by agreed routines and clear systems.
- School assemblies are used to develop children's social, emotional and behavioural skills.
- Positive behaviours in playgrounds and dining hall is noted and celebrated.
- Parents/Carers are aware of and contribute to the school's positive behaviour ethos.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.

Class level

- Adults model controlled, respectful and non-verbal behaviours.
- Teaching routinely incorporates activities designed to promote children's social and emotional development.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and co-operation, choice and consequences.
- Children are encouraged to identify their own and others strengths to recognise and value the diversity within their classrooms.
- There are clear classroom routines to reduce uncertainty and promote a peaceful and purposeful environment.
- Each class has a charter, devised through discussion with children, which promote social and learning behaviours.
- Class charters are displayed prominently.

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- Appropriate behaviour is quickly noted and genuinely celebrated by staff and peers. Staff to use the Class Tracker for 'budding' behaviour on a weekly basis.

Individual child level

- All children's strengths are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour via dojo points.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention.

School Rules

Are displayed throughout the school and are reinforced positively in all situations.



All staff

1. To share rules at the start of each year with children and to record on their class rule chart what it means to them to be 'ready, responsible, safe'.
2. Refer to the above rules.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs to all pupils.
5. Ensure praise outweighs anything negative by at least 5:1 ratio. Following time out child returns to class as a 'fresh start'.
6. Meet and greet at the door.



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7. Be calm and give up time when going through the steps. Prevent before sanctions.
8. Follow up everytime, retain ownership and engage in reflective dialogue with pupils.
9. If children leave the premises, alert SLT, parents and police. A risk assessment to be created if not already in place.

SLT

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide and show a united consistency to the learners.

SLT will:

- Be visible presence in the school to encourage appropriate conduct.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations alongside Celebration Assembly.
- Encourage use of Positive Notes and Dojo points, including at lunchtimes and break times.
- Regularly share good practice within the phase.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.



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Headteacher/Deputy Headteacher

Headteacher and Deputy Headteacher are not expected to deal with behavioural referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- be a visible presence around the site especially at changeover time
- celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- regularly share good practice
- support SLT in managing pupils with more complex or entrenched negative behaviours
- use behaviour data to target and assess college wide behaviour policy and practice
- regularly review provision for pupils who fall beyond the range of written policies.
- be a daily visible presence around their corridor and site, particularly at times of mass movement.

Recognition and rewards for effort

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The use of praise is developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils that are hardest to reach.

Children following the COMIT rules of the classroom, eg, good sitting, good listening, good looking, will also be rewarded with positive notes, praise, dojo points and stickers.



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Rewards

- Verbal praise
- Stickers
- Seren Yr Wythnos
- Show work to another adult
- Dojo's can be earned one a day maximum with extra one for homework in the week.
- Positive note sent home for each class for one child who has gone above and beyond when receiving the Dojo that day.
- Positive note given by each dinner attendant each day.
- Golden time/field can be earned in the week for receiving the Dojo's.
- End of term reward for all pupils who have shown excellent behaviour that term.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of pupils a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. PRAISE THE BEHAVIOUR YOU WANT TO SEE. Do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low level disruption.



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Practical steps in managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The Reminder

A reminder of the expectations for learners Be ready, Be responsible, Be safe delivered privately to the learner. Refer back to the pupil agreement from the start of the year. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

The Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged – **30 seconds**:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.**
- b. State the behaviour that was observed and which rule/expectation/routine it breaks.**
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.**
- d. Walk away from the learner; allow time for them to decide what to do next. If there are comments, as you walk away write them down and follow them up later.**

Resist endless discussions around behaviour and spend your energy returning to learners to their learning.



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The Time Out

- The pupil is asked to speak to the adult away from other pupils.
- Boundaries are reset.
- Pupil is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
- Pupil is given a final opportunity to reengage with the learning/follow instructions given.

Pupils should only stand outside classrooms if they need to cool down and/or defuse a situation. In general, three minutes should be enough. On all other occasions children should be accessing the comfort zone within their classroom.

If the step above is unsuccessful, or if a learner refuses to take a time out then the pupils will be asked to leave the room to cool off. If this was a reoccurring behaviour, the child would need a behaviour plan which would include a range of consequences agreed with the pupil and teacher prior to any incident taking place.

For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions then a more formal process is required. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At White Rose Primary we make sure that this is done discreetly with an ABC Tracker. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership Stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The pupil will be allocated a Personal Learning Coach mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and pupil.

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- Develop an appropriate action plan with the pupil.
- Monitor and review and mentor using the action plan.
- Discuss both the consequences for the pupil is not meeting the required action and the positive outcomes for everyone if conduct improves.
- If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the mentor.
- Pupils must be given a second chance to achieve the targets agreed on the action plan after the second warning.

All of these matters will be confirmed in writing and recorded on SIMs.

Restorative conference

- A restorative conference that takes a 360 degree view of the pupil be convened. This meeting will include the PLC, Teacher, Pupil, Parent/Guardian, GB representative and a member of the SLT. The meeting will address the pupil's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Pupils may be asked to positively contribute time back to college as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the pupil does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the pupil's behaviour.
- If the pupil refuses to attend or engage with the Restorative Conference then the process moves to the final stage.



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Behaviour for excellent teaching and learning – one page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition/

The code of conduct, Ready, Responsible, Safe must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

1. Refer to Ready, Responsible, Safe.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all pupils.
4. Ensure praise outweighs anything negative by at least a 5:1 ratio.
5. Meet and greet at the door.
6. Be calm and give take up time when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with pupils.
8. Never ignore or walk past pupils who are behaving badly.

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Steps	Actions
1. Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.
2. Reminder	A reminder of the expectations: Ready, Responsible, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
4. Time out	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
5. Internal referral	At this point the pupil will be referred internally to another room in the department for the remainder of the lesson. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. All internal referrals should be recorded on SIMs.
6. Reparation	A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7. Formal meeting	A meeting with the teacher, pupil and SLT, recorded on SIMs with agreed targets that will be monitored over the course of two weeks.



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A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback.

The role of the 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, 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them.
- We expect parents and carers 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 and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers



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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 comply with the current school complaints policy.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the



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headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Drug- and alcohol-related incidents

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.



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- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- If the offence is repeated, the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Bullying

- See additional Anti Bullying Policy.




Appendix 1 – School Rules



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Appendix 2 – One Page Policy

<p><u>Adult Behaviour</u></p> <ol style="list-style-type: none"> 1. Calm when dealing with issues 2. Positive messages 3. Consistent in approach 	<p><u>Consistency of Adults</u></p> <ol style="list-style-type: none"> 1. Positive reinforcement 2. Follow up to rules 3. Language is scripted
<p><u>SLT Behaviour</u></p> <ol style="list-style-type: none"> 1. Meet & greet 2. Visible 3. Positive/supportive role model 	<p><u>Daily Positive Recognition</u></p> <ol style="list-style-type: none"> 1. Verbal praise/stickers 2. Dojo's 3. Positive notes
	<p><u>Negative Recognition</u></p> <ol style="list-style-type: none"> 1. Reminder 2. Caution- initials on board 3. Sanction – time out
	<p><u>Sanction – Time Out</u></p> <ol style="list-style-type: none"> 1. Time out - 5mins 2. Restorative 10mins (logged) 3. Restorative 10mins with SLT support logged 4. For reoccurring undesirable behaviour use an individual behaviour chart.
<p><u>Caution Approach</u></p> <ol style="list-style-type: none"> 1. Gentle approach, side on, eye level 2. State the behaviour that was observed and which rule it broke 3. Tell them the next consequence of their action, remind them of good behaviour previously 4. Walk away, allow them time to decide. Any comments made follow up later. 	<p><u>SLT Sanctions – Time Out</u></p> <ol style="list-style-type: none"> 1. Log restorative meeting 2. Positive follow up – pupil/staff 3. Support in recording/reporting parents/HT
<p><u>HT/DHT Sanctions – Time Out</u></p> <ol style="list-style-type: none"> 1. Restorative meeting 10mins child/adult logged 2. Follow up pupil/staff/parent 3. Liaise with pupil/ staff/ parents/external agencies 	
<p><u>Restorative Approach</u></p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. How were you feeling? 4. Who else has been affected? 5. What should we do to put it right? 6. How can we do things differently in the future? 	



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Appendix 3 – Restorative Meeting Form

White Rose Primary Restorative Meeting | 2015-16

Date	
Child name	
Class	
Adult name	
SLT if present	
Time of incident	
Lesson/ activity	
What happened?	
What were you thinking at the time?	
How were you feeling?	
Who else has been affected?	
What should you do to put it right?	
How can you do things differently in the future?	

Follow up needed:

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Appendix 4 – Restorative SLT log

White Rose Primary Restorative SLT log | 2015-16

Date	
Child name	
Class	
Adult name	
SLT present	
Time of incident	
Lesson/ activity	
Follow up if needed	

Date	
Child name	
Class	
Adult name	
SLT present	
Time of incident	
Lesson/ activity	
Follow up if needed	



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Appendix 5 – Caution/Restorative Approach Cards

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Caution Approach

1. Gentle, calm approach, side on, eye level.
2. State the behaviour that was observed and which rule it broke.
3. Tell them the next consequence of their action, remind them of good behaviour previously.
4. Walk away, allow them time to decide. Any comments made are followed up later when cooled down.

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Restorative Approach

1. What happened?
2. What were you thinking at the time?
3. How were you feeling?
4. Who else has been affected?
5. What should we do to put it right?
6. How can we do things differently in the future?



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Appendix 6 – Class charter reward

*Inset picture

Appendix 7 – Individual behaviour chart

*Inset picture