



Waddingham Primary **Relationships and Restorative** **Policy**

This policy was reviewed and received the full agreement of the Governing Board at their meeting in January 2026 and will be reviewed annually.

Signed Chair of Governors:

Date January 2026

Signed Head Teacher:

Date January 2026

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1.0 Introduction

Building positive relationships is at the heart of effective behaviour management. We have an **unconditional positive regard** for all members of the school community, which includes pupils, staff, parents, governors and members of the wider community. A strong relationship connects us to our pupils and, without that connection, our ability to influence and lead them is diminished. Educating is the means of aiming to achieve greater knowledge and independence without impairing the rights of others. Everyone needs to feel self-respect and show respect for others. These principles are vital to the quality of our lives and form the basis of our Relationships and Restorative Policy. The school policy reflects the consensus of opinion of all staff and has been reviewed after a process of staff consultation. The implementation of this policy is the responsibility of all our staff.

Throughout our school, the Relationships and Restorative policy is us, the staff. It's embodied in how we model behaviour, such as respect, tolerance and staying in control, all examples of our values. We do a lot of work on knowing our own triggers, so we can recognise when to step back from a situation and pass the baton to a colleague. In our staff debriefs we not only discuss problems but also crucially, celebrate the successes. Our school Relationship and Restorative policy would be nothing without our own whole-school culture.

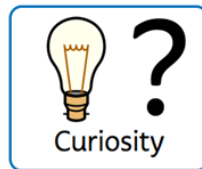
We believe that

- Pupils who feel that they are undervalued and unable to achieve are more likely to express their feelings through inappropriate behaviour
- Pupils who are given opportunities to succeed and have their achievements recognised and rewarded through praise tend to behave appropriately
- When pupils are treated inconsistently, they become confused and are often unable to distinguish between appropriate and inappropriate behaviour
- Pupils who are treated in a consistently positive way are more likely to behave in a positive manner
- If the ethos of the school is positive and there is a culture of mutual respect, this will lead to pupils behaving appropriately and achieving higher standards of learning
- We believe that our pupils will learn and develop their own self-esteem and identity through the use of Restorative approaches

2.0 Restorative approaches

All staff will be expected to positively promote the restorative approaches based on our school's principles and values; these encourage an environment which promotes mutual respect; the development of good relationships; and the need to take responsibility for one's own behaviour. Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Our Values:



Key skills that the pupils will develop during the restorative process include: active learning, facilitating dialogue and problem solving, listening to and expressing emotion and empowering others to take ownership of problems.

Restorative processes and practices include interventions when harm has happened, such as:

- Restorative enquiry
- Restorative circle
- Mediation
- Restorative conferences

There are also processes and practices that we use to help to prevent harm and conflict occurring and through which we build a sense of belonging, safety and social responsibility. These include: Circle Time and staff modelling the values and skills; and creating opportunities needed for development.

This is the starting point for all restorative processes involving active non-judgemental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves. It is also useful before and during face- to- face meetings.

Restorative circle

This is used in a challenging situation often between a more and less powerful person. Skills include expressing and listening for feelings and needs and understanding why each person has acted in the way they have.

Mediation

This is useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial and helps both sides to consider the problem as a shared one that needs a joint solution.

When someone acknowledges they have caused a problem to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.

Restorative conference

This involves those who have acknowledged causing harm and meeting with those who they have caused harm to; seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Sometimes all sides bring supporters, who have usually been affected and have something to say from a personal perspective.

3.0 Definitions:

Misbehaviour is defined as:

- Disruption in lessons, disruption in corridors between lessons, and at break and lunchtimes
- Not listening to adults
- Non-completion of classwork

- Not showing our school values

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and or values
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4.0 Code of Conduct

Our code of conduct instils our **core values** and the modelling and use of the language of choice. We publish our expectations of behaviour through our Class Charter taken from the Jigsaw scheme. A progressive scheme of work, giving pupils relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health; including mindfulness allowing pupils to advance their emotional awareness, concentration and focus.

- **Show Pride**
- **Show Respect**
- **Show Curiosity**
- **Show Kindness**
- **Show Responsibility**

The school feels strongly that there is a need to develop both global citizenship and where possible, teach the fundamental principles of British Citizenship. This encompasses;

- **A sense of fair play**
- **Tolerance**
- **Duty and remembrance**
- **Respect**
- **Values**
- **Ethics**
- **Belonging**
- **Contributing to and supporting all our local communities**
- **Perseverance**

On a day to day to basis pupils are able to earn sparks tickets by showing the following behaviours:

- **Proud Presentation**
- **Respect for our resources**
- **Curiosity Seeking**
- **Considerate Kindness**
- **Being responsible**

5.0 Strategies for promoting positive behaviour in school:

‘Our best always’

One of the important aspects of this policy is to define a comprehensive and coherent system of incentives and motivators that are realistic, fair and easily administered. The school uses a wide range of positive rewards to help motivate pupils and highlight the pleasure they receive by having their achievements publicly recognised. These are displayed in classrooms as green behaviour.

Green List Symbols



5.1 Responding to positive behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Staff should use specific descriptive praise when we see children making a good choice and link consequences to the choices they make, to help them make the best choice.

For example: "I liked that you asked for a break when you needed it." "I noticed you were being a good friend by helping XXX." "Thank you for coming back to your work so quickly."

Positive behaviour and attitudes will be rewarded with:

- Praise – verbal or gesture
- Stickers/stamps
- Recognition boards
- Sparks
- Postcards or phone calls home to parents
- Special responsibilities/privileges
- Celebration assembly
- Sharing successes both in and out of school via Parent Hub
- Head Teacher awards
- Hot Chocolate/ Ice Lolly Friday
- Weekly nominations for Values/Celebration assemblies/ Extra play for classes
- Home school books

6.0 Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to pupils's social care is appropriate.

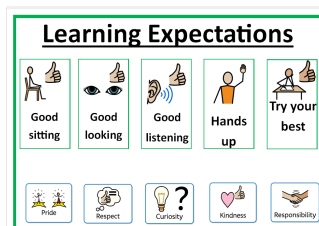
Please refer to our Child Protection and Safeguarding policy for more information.

7.0 Responding to misbehaviour

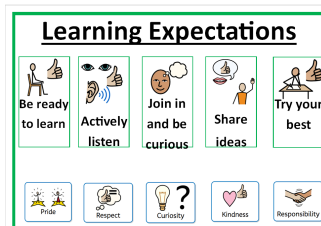
7.1 Whole School Initial Steps

Applies to all pupils, all the time.

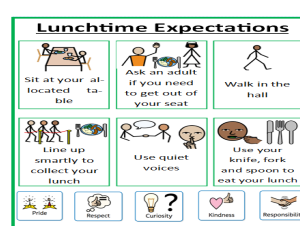
- Relational behaviour approaches in place and used by all adults in the school.
- Waddingham's learning expectations explicitly taught, modelled and revisited with pupils.



EYFS/KS1



KS2



- Consistent routines such as greeting at the door, calm starts, use of sensory breaks and clear endings to lessons.
- Staff trained regularly (at least every 2 years) in behaviour as communication, de-escalation, trauma and attachment informed practice, restorative approaches and SEND.
- Use of PACE strategies. Playfulness, acceptance, curiosity and empathy are the agreed responses to dysregulated behaviour. Using agreed language sentence starters e.g. I wonder, I'm sorry you think that, I didn't realise
- Universal support for wellbeing and mental health built into the curriculum and pastoral offer, with clear signposting to Here4You, Healthy Minds and Mental Health Support Teams.

If a pupil is following routines and expectations, they receive regular recognition and praise as stated in section 5.0.

7.2. Low Level Behaviour in Lessons

This stage sits within the "Initial Steps" of the Ladder but uses the Waddingham Primary School chain of consequences system.

Used for issues such as: not being focused on learning, low level disruption, not following an instruction, minor disrespect.

1. Reminder

Clear, calm reminder of the expectation.

2. Warning

Direct statement of what needs to change and the consequences if it does not. (correct in private)

3. First Yellow Card

Given discreetly if a pupil needs to be asked twice directly to follow an instruction or is not meeting lesson expectations.

Extra verbal reminder first for pupils already on a PSP.

4. Second Yellow Card

2 minute timer in class

Given for continuing not to focus on learning, ignoring a verbal warning, not following the learning expectations or consistently not meeting lesson expectations.

5. Timer Card (low level route)

Given for repeated yellow card behaviour, continuing to break the rules or use of bad language.

5 minutes time out in another class.

Logged on CPOMS.

6. Teacher uses restorative conversation at a suitable time to reconnect, repair and reset expectations

Restorative conversations follow the format of



Restorative Conversation Questions

1. What happened?

2. What were you thinking at the time?

3. What do you think about it now?

4. Who do you think has been affected by your actions?

5. What do you need to do about it?

6. How can we make sure this doesn't happen again?

1. What happened?
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7.3 Low level behaviour at break/lunch

1. Warning

Reminder of Values. Positive phrasing will be used to remind children about demonstrating our values: 'Remember to.... Use of visuals.

2. Yellow card

Reminder of Values and Visual Prompt (relating to specific value)

3. Second yellow card

Time out from playing - stay with an adult for 2 minutes on the playground.

4. Timer card

Increase time out from playing to 5 minutes with an adult on the playground.

5. Miss 10 minutes of next playtime. Indoors with SLT for repeated and persistent low-level disruption or refusal. Restorative, e.g. draw a picture/write a letter of apology.

6. Pupils will go straight to SLT for physical violence/ spitting towards staff or other children, and for swearing. Communication with parents during or at the end of the day.

7.4 Red Behaviour Incidents

For example: repeated bad language, aggressive or threatening behaviour, bullying, outright refusal to follow an adult's instruction, damaging property. Showing red behaviours. All red behaviours which result in harm caused parents of victims will be contacted and staff log of injury kept on AIR.

First Red behaviour incident

- Pupil misses breaktime.
- Restorative conversation with the class teacher.
- Incident recorded on CPOMS.
- Parents informed at the end of the day or by phone.
- Expect work that has been missed to be completed at another time at home, break or lunchtime

Second Red behaviour incident

- Again miss breaktime.
- Go to see Mrs Richards/SLT. Restorative conversation.
- Meeting with parent and class teacher

Red List Symbols



- Expect work that has been missed to be completed at another time at home, break or lunchtime

Third Red behaviour incident

- Meeting with parents or carers and Headteacher.
- Internal exclusion break and lunchtime
- Decision that the pupil requires a formal Pastoral Support Plan (PSP) and that they may be at risk of suspension.

Any subsequent Red behaviour incident

- Internal exclusion ½ or 1 day
- Suspension beginning at ½ day
- Suspension of 5 days
- The HT will decide the consequence of extreme behaviour [physical injury / bad language / consistent low level disruption] in discussion with the class teacher to ensure all strategies have been implemented consistently in line with school policy and individualised plans.

In cases where behaviour is extreme or escalates to the point where the safety of other pupils at play is compromised then parents may be asked to collect their child from school and take home during lunchtime for an agreed period of time. This will be considered a lunchtime suspension and will be recorded against the pupil. Staff at school are able to use 'reasonable force' to prevent injury, damage to property or disorder. Schools can use restrictive interventions to

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

This will always be a last resort. We will never use unnecessary force and we will never use force as a punishment. Serious incidents that necessitate the use of restraint will be shared with parents.

From this point onwards, the following stages of the Lincolnshire Ladder are followed for that pupil.

7.5 Identifying Factors - Assess

Used when low level or serious behaviours are repeating despite classroom strategies.

- Screening of learning and communication: reading age, phonics, speech and language, phonological awareness
- Behaviour screening using Behaviour Risk Screening Tool, SDQ, Boxall or similar.
- Consider basic needs and context through Early Help

- Explore SEND using the SEND Inclusion Toolkit and Valuing SEND, and seek advice from Ask SALL
- For pupils with social workers or pupils in Care, involve the Virtual School and social worker.
- Consider early mental health support and signposting.

Findings from this stage feed directly into the PSP.

7.6 Early Intervention-Plan, Do

Pastoral Support Plan (PSP)

- Pupil and parents or carers involved in setting SMART targets and agreeing rewards and support.
- Reasonable adjustments to teaching, environment and routines clearly listed.
- Staff working directly with the pupil are briefed so responses are consistent.
- For pupils in Care, PSP and PEP align and inform one another each term.

Additional early help

- Early Help Assessment and Team Around the Family where wider family or environmental needs are identified.
- Whole school and group interventions from mental health teams, WTT, BOSS universal training and SEND Workforce Development Programme as appropriate.

PRT support and funding

- School contacts the Pupil Reintegration Team for advice on PSP content and possible PSP funding for specific interventions such as therapy, sensory resources or group work.

Optional early BOSS consultation

PSP is reviewed regularly, for example every 4 to 6 weeks, using evidence from CPOMS and classroom observation.

7.7 Targeted Involvement - Do, Review, Assess

Used when a pupil remains at significant risk of suspension or exclusion despite a well implemented

PSP.

BOSS referral

- After around 12 weeks of PSP support, and with PRT involvement, school submits a referral for targeted BOSS support, including an up to date PSP.
- BOSS works in a trauma informed, relational way and co creates a Behaviour Intervention Plan (BIP) with school and pupil. This sits alongside, not instead of, the PSP.
- BOSS involvement is typically up to 18 weeks, with clear legacy strategies for school to continue.

Off site direction or managed move

- With PRT and, where relevant, the Virtual School, the school considers time limited off site direction to another mainstream school or alternative provision as a longer term intervention.
- Clear start and review date, reintegration plan and communication expectations are agreed with all parties.

Intervention placements

- Where available, PRT may support referral for an intervention placement at Springwell AP with clear safeguarding and reintegration planning. This placement involves continuous contact with the pupil.

7.8 When Concerns Remain

- The Ladder is cyclical it returns to earlier stages to check that whole school practice, assessment and PSP implementation are strong and up to date.
- Multi agency review meeting held with PRT, BOSS (if involved), Virtual School (for CiC or pupils with a social worker), parents or carers and relevant professionals to agree next steps.
- Legal duties for pupils with SEND, EHCPs and protected characteristics are carefully considered.

Reasonable adjustments are reviewed before any suspension or exclusion decision.

Permanent exclusion is only considered as a last resort once all stages of this pathway have been rigorously followed and reviewed

8.0 Further misbehaviour

8.1 Offsite misbehaviour

Strategies may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Strategies may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

Strategies will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

8.2 Online misbehaviour

The school can issue behaviour strategies to pupils for online misbehaviour when:

It poses a threat or causes harm to another child

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The child is identifiable as a member of the school

Strategies will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

8.3 Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce strategies, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to pupils's social care, if appropriate.

8.4 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to pupils's social care
- Report to the police

Please refer to our Child Protection and Safeguarding policy for more information.

8.5 Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer where relevant), will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to pupils's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9.0 Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming

Please refer to our school Anti-Bullying Policy

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

10.0 Roles and responsibilities

10.1 The Governing Board:

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1).
- Monitoring the effectiveness of this policy
- Holding the Headteacher to account for implementation

10.2 The Head Teacher

The Head Teacher is responsible for reviewing this Relationships and Restorative policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1) as well as:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Child Protection and Safeguarding policy to offer pupils both strategies and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.0)

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour, and will monitor how staff implement this policy to ensure rewards and strategies are applied consistently.

10.3 All staff will be expected to:

- Promote and use restorative approaches at all times
- Provide a personalised approach (flexible consistency) to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on the electronic system CPOMS
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the Relationships and Restorative policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- Seeking advice when they need to
- The senior leadership team (SLT) will support staff in responding to behaviour incidents
- The senior leadership team will promote and support all staff members to act within the restorative process

10.4 Parents and Carers

We will be aspirational to all our families and expect all our parents to work in partnership with our school to make informed choices for their pupils by:

- Sharing important/ pertinent family information
- Encouraging pupils to attend school regularly
- Engaging with the school's timetable of events and communicating regularly and effectively with the staff team to ensure that the school can respond appropriately to support the whole family
- Talking to the school staff about the challenges they face and action the support they need from the school or other agencies
- Support the staff and school in achieving aspirational targets.
- Get to know the school's Relationships and Restorative policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Relationships and Restorative policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Positive relationships within the school are based on making expectations clear to the pupils, being fair and consistent, listening to each other and addressing any issues as they arise. All

staff have a contribution to make in this area. Matters of attitude and behaviour are not somebody's concern; they are everybody's business.

10.5 Pupils:

All pupils are expected to behave in a way, which is respectful to other people and the school environment. There are a brief set of rules which are made known to the pupils when they come to the school and to which they should follow via the Home School Agreement. A consistent approach to establishing these rules should be adopted by all staff.

Our main aims are to create:

- A safe and caring environment
- An effective teaching and learning environment
- A commitment by everyone to taking the time to listen to one another
- A focus on Anti- Bullying (Refer to Anti-Bullying Policy for further guidance) and other interpersonal conflicts
- An awareness of the importance of connectedness to young people
- The need to belong and feel valued by peers and significant adults
- An emphasis on responses to inappropriate behaviour that seek to reconnect, not further disconnect young people
- Confidence in the staff team to understand and address challenging situations
- A belief in the ability of young people to take responsibility for their choices and more people giving them opportunities to do so
- Rewards for all pupils for their positive contributions to the school
- Encouragement of positive behaviour and self-respect in our pupils
- Promotion of self-discipline and self-regulation whereby they are given opportunities to take responsibility for their own behaviour

Our Relationships and Restorative policy and Anti-bullying policy ensures flexible consistency across school to meet the needs of individual pupils. Behaviour is carefully monitored and we will contact parents at an early stage if we feel that a child's actions are outside the range of expected behaviours or are a cause for concern. Working closely with our parents is of utmost importance to us.

Please refer to our SEND policy for further guidance

11.0 Classroom Management

All staff are responsible for setting the tone and context for positive attitudes to learning within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the learning expectations, red and green behaviours or their own class charter to promote high expectations
- Develop a positive relationship with pupils, which must include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of positive attitudes in ways other than verbally

- Highlighting and promoting good positive work ethic
- Concluding the day positively and starting the next day afresh
- Follow the Waddingham Chain of consequences
- Using positive praise and encouragement of self-regulation

12.0 Recognising the impact of SEND on behaviour

The school recognises that pupils's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (pupils and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe need
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or safe places) where pupils can regulate their emotions during a moment of sensory overload
- Use of individualised resources, timetables and provision plans to support individual needs.

12.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to use particular strategies for a child for the behaviour.

The school will then assess whether it is appropriate to use a strategy and if so, whether any reasonable adjustments need to be made to the sanction.

12.2 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

12.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with any local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Refer to our SEND Policy for further guidance

13.0 Transition - support for our pupils

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the relationships and restorative policy and the wider school culture.

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14.0 Training

- Interventions / outside agencies used to support behaviour management
- Our staff are provided with training on managing behaviour and how to record behaviour incidents on CPOMS
- Outreach support from specialist provisions such as BOSS and Working Together Team
- Observing pupils and advising on new strategies
- Child Support Plans
- SEND referral

- Educational Psychologist / Occupational Health / Speech and Language assessments
- Pastoral Support Plan (PSP)
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- Restorative Practice Training
- Early Help Assessment / pupils's Services
- Health Visitors advice / recommendations
- Parent Support classes e.g. Families First
- Support from other local schools—Educating pupils off-site

15.0. Monitoring arrangements

This Relationships and Restorative policy will be reviewed and approved by the Head Teacher and full governing board of Waddingham Primary School every year.

The written statement of expected principles (appendix 1) will be reviewed and approved by the full Governing Board of Waddingham Primary School every year.

16.0 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of restrictive interventions including reasonable force
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on: [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

17.0. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- SEND policy
- Child Protection and Safeguarding policy
- Anti-bullying policy
- Acceptable Use Policy
- AI Policy
- Attendance policy
- On-line Safety policy
- Equality and Inclusion policy

Appendix 1: written statement of relationship principles

- Every child 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 the pupils at all times
- Incentives, motivators and strategies are used consistently by staff, in line with the behaviour and restorative policy
- The Relationships and Restorative policy is understood by all pupils and all staff
- The exclusions and suspensions 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 encouraged and supported to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and child's home life

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