



Behaviour and Relationships Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Next Review
March 2026	C Ejiogu		March 2027

Our Aims and Expectations

- To create a positive, respectful and inclusive school culture where every child feels valued, listened to and able to contribute to their own learning and the learning of others.
- To support all children's social, emotional, physical, spiritual and academic development so they can thrive both in school and beyond.
- To embed a strong Rights Respecting ethos where children understand their rights, respect the rights of others, and work together to build a fair and supportive school community.

Our Core Rules:

Ready - Respectful - Kind - Safe

Adult Conduct and Professional Responsibility

All adults share responsibility for behaviour and relationships across the school. Consistency in adult responses is essential to ensure fairness, predictability and emotional safety for pupils.

Expectations of all adults

- Meet and greet at the door/gate with a smile
- Refer to 'Ready, Respectful, kind and Safe'
- Model positive behaviours and build relationships
- Create an environment that is safe, secure, interesting, and pleasant
- Deliberately and persistently catch all learners doing the right thing and praise them in front of others (first attention to best conduct)
- Follow up every time; engage in reflective dialogue.
- To recognise that each child is an individual and to be aware of their needs
- Avoid responding to secondary behaviors; provide take-up time and use co-regulation.
- Involve and communicate with parents and carers.

Where adults do not follow agreed approaches, leaders will provide support, coaching and, where necessary, further guidance to ensure consistent practice.

Expectations of the school leadership team

Leaders will:

- Be visible to encourage appropriate conduct.
- Support staff in returning learners to learning by covering classes for the adults to deal with conflicts, sitting in on reparation meetings and support staff in conversations.
- Encourage the use of positive notes and phone calls.
- Ensure staff training needs are identified and targeted.

Our non-negotiables for Positive Strategies

- Primary Recognition: Praise, positive body language, and oral feedback.
- Rewards: Y1-Y6 Dojo points, recognition boards, positive notes/calls home, raffle tickets, achievement stickers, Headteacher postcards, certificates (Star of the Week, Rights Respecting, Rainbow Award), and Tea with Ms Taylor.

Our non-negotiables for staff dealing with conflict

- Consider the questions:
 - *'What happened to you?'*
 - *'How can I help?'*
- Always staying calm (no shouting)
- Consistent and fair
- Active listening
- Giving clear instructions
- Reflection time to consider the impact choices have
- Use PACE (see appendix 3)

Children are encouraged to take responsibility for their own behaviour and avoid commenting on or reporting minor behaviours of others. Adults will investigate any concerns that are serious or unsafe, but will first prompt children to use simple conflict-resolution strategies—for example, by asking, “Have you asked them to stop?” This is to encourage independence, responsibility and confidence in managing everyday disagreements.

How We Teach Behaviour

Behaviour is an explicit part of our curriculum, taught through Circle Time, PSHE, and the Zones of Regulation. We provide pupils with the language of emotions and practical self-regulation strategies to support themselves and others.

- Modelling & Practice: Daily routines and expectations are explicitly taught, modelled, and practiced to ensure a calm, predictable environment.
- Reading the Room: Staff use the Zones of Regulation to assess pupils' emotional states and respond with appropriate support strategies.
- Restorative Practice: As a Rights Respecting School, we use restorative language to build, maintain, and repair relationships, transforming incidents into learning opportunities.
- Curriculum Links: This approach is integrated with our PSHE Policy, embedding emotional wellbeing across all learning.

Our methods of encouraging positive behaviour

- First attention to best conduct
- Circle time
- Give children responsibility (prefects, peer mediators, etc)
- Use class job roles
- Class rewards (table points)
- Structured discussions
- Achievement assembly

How We Support Children to be Ready, Respectful, Kind and Safe

To support all children in demonstrating our core expectations of being Ready, Respectful, Kind, and Safe, teachers and staff implement the following actions. These strategies provide clear guidance for creating a positive, structured, and supportive learning environment where every child can thrive.

<p><u>Ready</u></p> <ul style="list-style-type: none"> • Structure: Use visual timetables, clear cues, and structured transition routines. • Accessibility: Ensure resources are prepared; provide scaffolds and reasonable adjustments (extra time, modified tasks). • Regulation: Teach Zones of Regulation and allow "take-up time" to refocus. • Modeling: Demonstrate positive learning behaviors consistently. 	<p><u>Respectful</u></p> <ul style="list-style-type: none"> • Adult Modeling: Consistently use polite language and calm, active listening. • Environment: Maintain predictable routines and fair, equal treatment. • Boundaries: Ignore secondary behaviors; avoid shouting; encourage respect for space and ideas. • Social Support: Use role-play, social stories, and visual reminders to scaffold social expectations.
<p><u>Kind</u></p> <ul style="list-style-type: none"> • Recognition: Praise cooperation, celebrate acts of kindness, and acknowledge helpfulness. • Empathy: Model kindness daily; offer co-regulation and restorative approaches to conflict. • Collaboration: Create opportunities for teamwork and peer support. 	<p><u>Safe</u></p> <ul style="list-style-type: none"> • Supervision: Maintain active supervision and clear hazard management. • Explicit Rules: Teach and reinforce equipment and playground safety rules. • Emotional Safety: Use consistent, calm interventions and Zones of Regulation strategies. • Procedures: Follow safeguarding protocols and provide personalised risk assessments or adjustments where needed.

Routines

Positive behaviour is achieved through the explicit teaching and consistent reinforcement of routines. Predictable structures promote a sense of security and help pupils develop self-regulation.

Staff must not assume pupils know how to behave; routines must be taught and practiced at every age and stage.

Staff Expectations:

- Explicit Instruction: Teach and model rituals for transitions, classroom organisation, and learning tasks (e.g., group work, independent study).
- Positive Language: Use specific language to describe desired behaviors.
- Consistency: Use frequent acknowledgment and positive reinforcement to embed high expectations.

Welbourne's Relentless Routines

Greet politely.

Know your signal, be ready.

Time to move - 1, 2, 3 (think, stand, move).

Legendary Lining Up - one behind the other, facing the front, quiet.

Wonderful Walking - quiet and calm.

Seat, signal, say goodbye.

Responding to Misbehaviour - [Stepped Sanctions](#)

Step 1: Clear Expectations and Prevention

Step 2: Non-Verbal / Gentle Reminder

Step 3: First Reminder – Private and Calm

Step 4: Second Reminder / Reflection – Clear Choice

Step 5: Reflection Time – Another Classroom

Step 6: Restorative Conversation

Step 7: Escalation / Formal Consequence

Steps may be accelerated where behaviour is unsafe, repeated or where regulation has not been possible.

While the behaviours below may require immediate escalation, staff will always consider whether the behaviour is linked to unmet need, distress or SEND and will apply reasonable adjustments where appropriate.

Actions that move a child straight to Step 5

- Shouting out repeatedly
- Throwing small objects across the classroom (non-dangerous)
- Banging fists on the desk repeatedly
- Refusal to follow instructions despite reminders
- Swearing

Actions that move a child straight to Step 7

- Physical aggression (hitting, kicking, biting, throwing dangerous objects)
- Throwing objects at people
- Breaking school furniture/equipment on purpose
- Threats of harm

- Sexualised behaviours
- If Step 1-5 has been repeated multiple times in a short period without regulation.
- Offensive language directed at somebody

Serious Incidents, Safety & Reporting

Serious Misbehaviour: May result in internal exclusion, individual behaviour plans, or—as a last resort—suspension or permanent exclusion.

Positive Handling: Only used as a last resort by trained staff to ensure safety.

Online Behaviour: The same standards apply online. Cyberbullying or harassment will be addressed via safeguarding and behaviour policies.

Reporting: All serious or repeated incidents must be logged on CPOMs.

Restorative Conversations

After any incident of poor behaviour, the adult who dealt with it—supported by SIT or SLT if needed—should carry out a restorative conversation with the pupil. This maintains a positive relationship and helps the child reflect on their actions.

Questions will be adapted to the pupil's age and needs. For younger children, start with the three core questions, using additional prompts only where appropriate, so they learn early that their actions affect others and have consequences.

Responding to Misbehaviour from Pupils with SEND

The school recognises that behaviour can be influenced by underlying special educational needs or disabilities. Each incident is assessed on a case-by-case basis to determine if it is linked to a pupil's SEND.

Legal Duties and Support

In line with the Equality Act 2010 and the Children and Families Act 2014, we provide proactive support to reduce escalation, including:

- Tailored Adjustments: Movement breaks, sensory seating, and access to regulated spaces (nurture rooms).
- Staff Training: Targeted expertise in areas such as autism and social communication.
- EHC Plans: Strictly securing all provision and requesting emergency reviews if behaviour indicates the plan requires updating.

Adapting Sanctions

Before applying sanctions, staff must reflect on whether the pupil:

1. Was unable to understand the rule or instruction.
2. Was unable to act differently due to their SEND.
3. Is likely to behave aggressively as a direct result of their SEND.

If the answer to any of these is yes, sanctions must be adjusted to ensure fairness and legality.

Identifying Unmet Needs

Persistent behaviour may trigger a SENDCO evaluation to identify unmet needs. This involves collaboration with parents and external professionals (e.g. Educational Psychologists) to create and review a formal Support Plan.

Behaviour Incidents Online

Welbourne maintains the same high standards online as offline. All community members must be treated with kindness and respect.

- Prohibited Conduct: Bullying, inappropriate language, sexual harassment, and the soliciting or sharing of nude/semi-nude images will be addressed under our behaviour and safeguarding policies.
- Sanctions: Pupils may be sanctioned for any online behaviour that causes harm, poses a threat to others, or impacts the school's reputation.
- Related Policies: See E-safety and Acceptable Use policies for further detail.

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on

[searching, screening and confiscation.](#)

Suspension and Permanent Exclusions

Suspension and permanent exclusion are used only as a last resort, where serious incidents occur or where persistent behaviour has not improved despite a wide range of in-school support, reasonable adjustments and restorative interventions. The school is committed to inclusion and will always seek to work with pupils, families and external agencies to prevent exclusion wherever possible.

Suspensions and exclusions are conducted in line with the DfE's latest guidance on [suspensions and exclusions.](#)

Links with Other Policies

This policy should be read alongside the: Attendance Policy, Safeguarding Policy, Anti-Bullying Policy

Leadership, Monitoring and Review

Behaviour data is reviewed termly by SLT and shared with governors to inform strategic decisions. This policy will be reviewed annually, or more frequently if there are significant changes in relevant legislation or guidance. The review will involve consultation with the school community to ensure that the policy remains fit for purpose.

APPENDIX 1

Procedures for using Restrictive Interventions

This procedure should be read alongside the [DfE's Restrictive interventions, including use of reasonable force, in schools guidance](#) (effective 1 April 2026). Restrictive interventions include the use of reasonable force and other actions that limit a pupil's movement, liberty or freedom to act independently. Reasonable force is one type of restrictive intervention and must be lawful, necessary and proportionate.

The overall aim is to **keep pupils, staff and others safe, minimise the need for restrictive interventions** through prevention and de-escalation, and to **promote positive behaviour support**. Restrictive interventions must **never be used as a form of punishment, routine discipline or to enforce compliance with school rules**.

Procedure for Using Restrictive Interventions

Step 1 - Promote Positive Behaviour and De-escalation

Immediate staff

- Use clear expectations and positive behaviour strategies.
- Apply de-escalation techniques (narrating choices, distraction, redirection, humour) before considering restrictive intervention.
- Consider pupil needs, triggers and reasonable adjustments (especially for those with SEND).

Step 2 – Communicate and Call for Support

Immediate staff

- Verbally communicate calm expectations to the pupil.
- Call for assistance from trained colleagues/senior staff if the situation escalates.

Step 3 – Assess Necessity for Restrictive Intervention

Immediate staff

- Only proceed if there is an **immediate risk of harm to the pupil or others, significant disruption, or serious property damage**.
- Consider whether other strategies are possible or whether intervention is justified (necessity, proportionality and welfare of the pupil).

Step 4 – Apply Restrictive Intervention (e.g. Reasonable Force)

Immediate staff / trained staff

- Use the **minimum force necessary** for the **shortest duration** to reduce immediate risk.
- Make clear to the pupil that intervention will stop as soon as it is safe to do so.
- Never use force as punishment or to enforce compliance with rules.
- Constantly reassess the situation and adapt support.

Step 5 – Release and Recovery

Immediate staff

- Release the hold or other intervention as soon as the pupil is calm and safe.
- Offer calming support (e.g. time-out, quiet space, drink, removal of jumper).

Step 6 – Immediate Senior Notification

Immediate staff / staff involved

- Inform the Headteacher or another senior member of staff **as soon as possible** once it is safe to do so.

Step 7 – Post-Incident Support

Headteacher/Deputy Headteacher(s)

- Provide support to staff involved (emotional/debriefing as needed).
- Review any immediate safeguarding needs for the pupil and staff.
- Consider whether further pastoral or therapeutic support is required.

Step 8 – Recording and Reporting

Staff involved / Senior leaders

- All significant incidents involving restrictive interventions (including reasonable force, seclusion and non-force restraint) must be **recorded** in detail on CPOMS. The record should include time, date, location, duration, reason for intervention, how it was carried out and by whom, and any injuries or follow-up actions.
- **Parents/carers must be informed as soon as practicable and no later than the same day** where reasonably possible, with a **written account** of the incident and the rationale for the intervention.
- Records must be uploaded to CPOMS (or equivalent) by staff involved.
- The governing body must ensure procedures for recording and reporting are complied with and reviewed regularly.

Step 9 – Monitoring and Review

Headteacher/Deputy Headteacher(s)

- Analyse incident data to identify patterns, triggers and training needs.
- Review practices, behaviour support plans and reasonable adjustments to reduce future incidents.
- Ensure compliance with legal and safeguarding duties.

Key Principles

- **Prevention first:** prioritise de-escalation, positive behaviour support and individualised planning.
- **Necessity and proportionality:** only intervene when there is real risk, using the least intrusive methods.
- **Pupil welfare:** ensure dignity, safety and emotional wellbeing throughout.
- **Transparency and accountability:** accurate recording, timely reporting to parents and senior review.
- **SEND considerations:** adjust approaches based on identified needs and triggers.

APPENDIX 2

Welbourne Behaviour Support Plan

Welbourne Primary School Support Plan

Name:

Class:

Date:	Review Date:
Support Strategies How we can help X stay in Green for as much time as possible:	Behaviour What X does, says and looks like that gives us clues when he is relaxed and calm.
Support Strategies How we can help stop the situation from escalating further and return X to the proactive phase as soon as possible:	Behaviour What X does, says and looks like that gives us clues that /he is becoming anxious or frustrated:
Support Strategies How we can help to quickly manage the situation and to prevent distress: How we can help X to quickly manage the situation and to prevent distress:	Behaviour What X does, says and looks like that gives us clues that he is in a state of anger:
Support Strategies How we can help X as he is beginning to calm or feeling sad:	Behaviour What X does, says and looks like that gives us clues that/he is sad or beginning to calm down:
X's Actions: School's Actions: Family's Actions:	

APPENDIX 3
PACE Behaviour Sheet

PACE = Playfulness, Acceptance, Curiosity, Empathy

Use when a child is upset, dysregulated, or struggling to manage emotions.

PACE	What it looks Like	Example Phrases / Actions
Playfulness	Light, calm, non-threatening tone; small humour to reduce tension.	“Let’s see if we can sort this out together.” “I think your toy might be winning—can you help me fix it?” “Wow, that was a tricky moment, wasn’t it?” (smile, relaxed posture)
Acceptance	Accept the child’s feelings and perspective, not the behaviour.	“I can see you’re really frustrated right now. That’s okay to feel.” “It makes sense you feel upset about that.” “I understand this is really hard for you.”
Curiosity	Gently explore the child’s thoughts and feelings without judgement.	“Can you tell me what made you feel so upset?” “I’m curious—what were you thinking when that happened?” “Help me understand what’s going on in your mind.” “What do you think would help right now?”
Empathy	Show understanding of the child’s experience.	“I understand that must have felt really hard for you.” “It sounds like that really hurt your feelings.” “I know it can be frustrating when things don’t go your way.” “I can see why you felt that way, anyone would.”

Practical Tips:

- **Stay calm, quiet, and neutral in tone.**
- **Avoid arguing, blaming, or punishing in the moment.**
- **Focus on connection before correction.**
- **Once regulated, guide the child to reflect and problem-solve.**







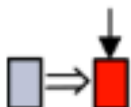
When to Use:

- **Emotional outbursts or meltdowns**
- **Conflict between pupils**
- **Signs of anxiety, distress, or trauma**
- **Repeated behaviours linked to emotional needs**

APPENDIX 4

Child Friendly Behaviour Flowchart

Behaviour Flowchart - Children's Version

	Steps	Actions
	Step 1 - Ready, Respectful, Kind, Safe	Start the day with kindness and focus. I know what's expected.
	Step 2 - Gentle Reminder	An adult gives me a quiet signal. I can fix my behaviour calmly. If I do, I'll be praised and return to learning.
	Step 3 - Reminder	An adult quietly reminds me what to do. I get a chance to fix it.
	Step 4 - Choice Time	I can make a good choice or take reflection time. I choose how to put it right. I check my Zone to help me make a good choice.
	Step 6 - Reflection Time Outside the Classroom	I now take time out in a different class to calm down and think about what happened and what Zone I'm in.
	Step 7 - Talk and Fix	I will talk with an adult about what happened and how to make it better.
	Step 8 - Extra Consequence	If things keep happening, I talk with a leader too (and sometimes my parents) to get help and make a better choice.

We all make mistakes — what matters is putting things right and moving forward.

[Adult Guidance \(including reasonable adjustments\) for using Stepped Sanctions](#)