



Relationships and Behaviour Policy and Procedures

Water Orton Primary School

This policy was developed with pupils and staff at Water Orton Primary School

Policy Written: September 2022

Updated December 2022 / Reviewed Autumn 2023 / Reviewed October 2024 /August 2025

Next Review Autumn 2026

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This policy has links with:

- Anti Bullying policy and Anti Bullying Procedures
- Positive Manual Handling Policy

1. What is behaviour

Behaviour is the way we act and respond to people and situations we find ourselves in; it is a form of communication.

2. Introduction and rationale

At Water Orton Primary School, we encourage every child to '**Be the best they can be**'. We aim to provide a happy, caring and stimulating environment where every individual is valued and where children are motivated to achieve their potential. We believe that a calm and orderly environment is essential if children are going to learn most effectively. As a school, we focus on building positive relationships between children and staff and we understand that part of our role is to help our pupils self-regulate their own emotions and behaviour. Through this, we actively encourage reflective thinking and help pupils to understand their own emotions and feelings in order to make positive choices.

3. Aims

This policy is designed to:

- Create a culture that promotes positive behaviours, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all learners, staff and parents.

- Maintain a calm and purposeful working environment.
- Help learners become self-disciplined, take control over their behaviour, accept responsibility for their actions and make positive choices.
- Equip the children with all of the skills required to recognise and manage their emotions and develop resilience.
- Ensure that all adults take responsibility for managing behaviour and follow up any issues personally.

This policy aims to help our pupils find socially acceptable ways to behave. We want all members of our school to understand that how we behave impacts on others and that we are ultimately responsible for our own behaviour. We want a school environment where everyone is valued and cared for, where we create opportunities for all children to flourish in a happy and safe learning environment. We aim to deliver this through our schools REACH school values:

Respect - we accept everyone for who they are, even when they're different from you or you don't agree with them.

Enjoyment - we will try our best to get the most joy from our time in school.

Aspiration - we can set goals and work hard to achieve our dreams and aspirations.

Community - we are all apart of Water Orton Primary School and try to support and make our local area a positive place.

Honesty - we recognise that it is always best to tell the truth.

4. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any actions that may cause harm to oneself or other and damage to property as well as any illegal activities. This encompasses, but is not limited to, the following:

- **Discrimination:** Failing to provide equal respect to individuals based on characteristics such as age, disability, race, religion or belief, and sex.
- **Harassment:** Engaging in behaviour that is unwanted, offensive, and detrimental to the dignity of an individual or group.
- **Bullying:** Repeated aggressive behaviour intended to intimidate, harm, or belittle another individual.
- **Violence:** Any act that causes physical harm to another person, including fighting, hitting, or threats of violence.
- **Substance Abuse:** The possession, use, or distribution of illegal drugs or alcohol on school premises.
- **Vandalism:** Deliberate destruction or damage to school property or the property of others.
- **Cyberbullying:** Using electronic communication to bully, harass, or intimidate others, including through social media or messaging platforms.

These behaviours will not be tolerated within the school environment, and appropriate disciplinary actions will be taken in response to violations.

We define “low level and unacceptable behaviour” as any behaviour which may disrupt the education of the individual and/or other children, including, but not limited to, the following:

- Poor attitude
- Lateness
- Non- completion of classwork or lack of effort
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Inappropriate use of equipment
- Using an inappropriately loud tone of voice
- Making other children feel unsafe or unhappy

“Low level unacceptable behaviour” may be escalated to “serious unacceptable behaviour” depending on the severity of the behaviour and the frequency.

5. Roles and Responsibilities

All Staff:

Our staff should ensure good routines for their classroom and for when their children are around the school. These expectations are reinforced through assemblies, the school’s values and all interactions within school. It is everyone’s responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

It is important to have high expectations for all children while recognising that some children have specific needs.

The following expectations cover the whole school day and where children are representing the school off site:

- Behave sensibly around school, e.g. use appropriate language, tone and volume when speaking,
- Show respect and consideration to each other, regardless of differences
- work hard, follow instructions and try to be the best they can be
- look after and respect your own, others and the school property

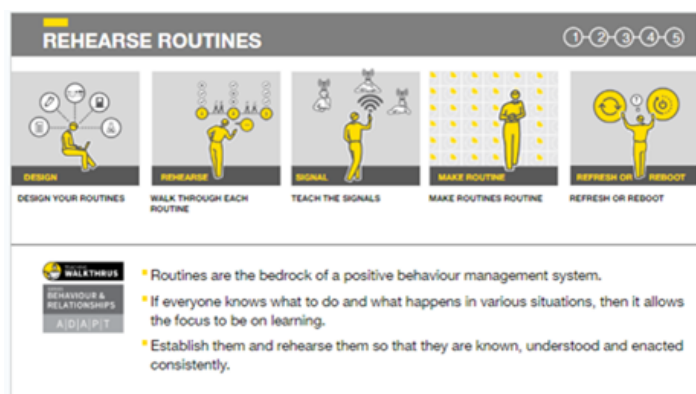
Good routines will be in place for:

- Start and end of day
- Transition times; Lining up incl. assemblies
- Moving around the school e.g., break and lunchtimes

These routines are outlined in our Behaviour Curriculum

Routines

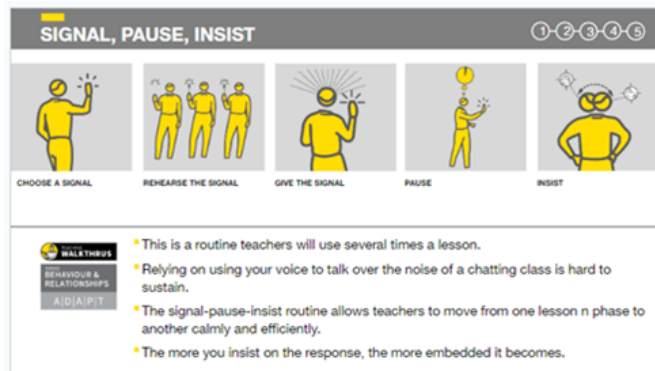
Staff and children know the importance of strong, consistent routines. We will establish these through rehearsal, insistence, reinforcement, review and revision.



Stopping the Children

Our staff use different signals to gain the attention of the class. Pupils should respond being silent and responding with the school's SMART targets.

- S - Sitting or standing up straight
- M - Maintaining a positive attitude
- A - Attention at all times
- R - Respect towards others
- T- Trying their best



by

All staff should use common phrases relating to the school's SMART targets. Staff should model and remind children of:

SMART Walking

Pupils are expected to walk around the school using **SMART Walking**

Know that SMART Walking means -

- Lining up in class order
- Standing up straight
- Facing forward
- Walking in a straight line
- Hands by side
- Walking without touching or leaning on the walls
- Walking quietly talking

Children are taught that SMART walking is in place to keep everyone safe and it ensures the learning of others is not disturbed by others as they move around the school. It is the teacher's responsibility to set their class lining up order. This will help children know their position in the line, reducing any potential unacceptable behaviour and waiting time in transitions.

SMART Sitting

Know that we use **SMART Sitting** in class to show we are ready to learn.

Know that SMART Sitting is

- Sitting up straight
- Feet on the floor
- Facing the front
- Tracking the teacher
- Paying attention

Children should know that we use SMART sitting to ensure that everybody is able to learn without distractions.

One Voice

Know that we expect and encourage all children to contribute in class.

Know that **one voice** means:

- Listening to the class teacher or whoever is speaking
- Respecting others

Senior Leaders will:

- Ensure that the school environment encourages positive behaviour
- Drive consistency and lead by example when interacting with every behaviour in school.
- Monitor how staff implement this policy to ensure rewards and processes for managing behaviour are applied consistently to all groups of pupils
- Be a visible presence around school, especially at transition times (before and after school, lunchtimes, etc.
- Ensure that the school staff are trained to deal effectively with behaviours which reflect the needs of the pupils
- Monitor, review and feedback on the content and quality of Positive Behaviour Plans (PBP) working with class staff and leadership team
- Offer 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
- Celebrate staff, leaders and learners whose efforts exceed expectations.
- Support staff in managing learners with more complex needs.
- Support and empower staff to have restorative conversations.
- Actively use the Trackit Lights reward system to recognise positive behaviour and promote others to do the same.
- Stand alongside staff members, showing a united front, and empowering them to take ownership of the behaviour within their own class.
- Support staff in responding to behaviour incidents
- Use Trackit Lights to track behaviour data and act accordingly.
- Ensure induction for new staff

In line with the Teacher Standards/job descriptions, the class teacher and teaching assistants are responsible for the management of the children's behaviour following the procedures included in this policy.

All Staff are responsible for:

- Implementing the behaviour policy and the school's REACH values consistently
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Modelling expected behaviour and building positive relationships
- Communicating the school's expectations, routines, values and standards through capitalising on opportunities for teaching positive behaviour in every interaction
- Meeting and greet children on the playground in the mornings.
- Being well organised and prepared for lessons

- Ensuring Positive Behaviour Plans (PBP) are kept up to date and detail a range of de-escalation strategies that can be used to support children
- Be specific about what is expected and what is unacceptable
- Plan lessons that engage, challenge and meet the needs of all learners
- Adapting work for individual children with additional needs
- Using Trackit Lights to recognise and record both positive and unacceptable behaviour throughout the day
- Remaining calm and using different strategies to help children self-regulate (Trackit Lights, Emotion Coaching, Zones of Regulation Restorative Practice).
- Recording behaviour incidents promptly
- Considering the impact of their own behaviour on the school culture and how they can uphold the schools expectations
- Maintaining open communication with parents/carers regarding both positive and negative behaviour
- Setting an example to the children in all matters.
- Challenging pupils to meet the school's expectations
- Openly engage in restorative practice with all pupils and record this

Pupils will:

- Follow the behaviour values in school to the best of their ability
- Take responsibility for their environment and for their own learning and conduct.
- Be a good role model to others.
- Participate in restorative conversations with adults in the school if they encounter difficulties.
- Let adults know if they have a problem they need to discuss (Worry boxes/monsters, mentoring, Jigsaw)
- Actively encourage other children to play if they see they are struggling to make new friends

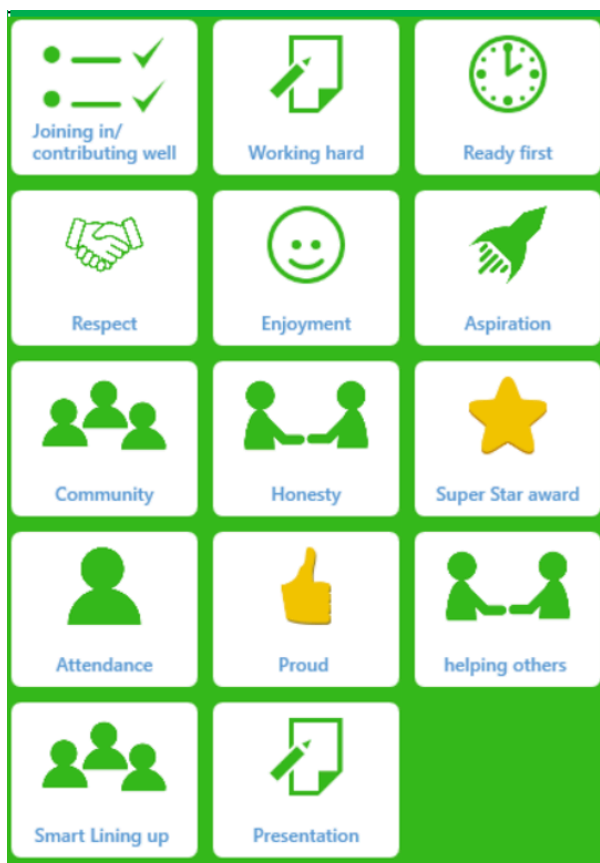
Parents will:

- Ensure that children attend school in good health, punctually and regularly.
- Provide notes, emails and telephone calls to explain absences.
- Get to know the school's behaviour policy and REACH values; reinforcing these at home where appropriate
- Support their child in adhering to the school's behaviour values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be realistic about their children's abilities and offer encouragement and praise.
- Take part in any pastoral work (for example, attending reviews of specific behaviour interventions)
- Model and reinforce the expected standards of behaviour on the school site with their own children.
- Be open-minded and willing to have honest conversations with school staff about behaviour.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6. Rewarding Children

Staff use an interactive system called Trackit Lights to embed and promote positive behaviours. It focuses on rewarding positive behaviours in the classroom by supporting children to self-regulate. This helps our teachers to be consistent and keeps focus on the teaching and learning.



Children demonstrating positive behaviours in school will be rewarded with personal green points. Any children demonstrating our schools REACH values are awarded with **3 personal green points**, in addition to winning points for the houses they belong too. The aim of awarding the points is to encourage others to show positive behaviours, thus growing a culture of positive behaviour.

When children have collected personal points/house points they will receive tiered 'Trackit Lights' certificate which is linked to a prize from our reward shop.

Specific milestones and awards have been agreed with staff and the pupils via the School Council.

150 Points = **Bronze Award**

300 Points = **Silver Award**

500 Points = **Gold Award**

800 Points = **Platinum Award**

1000 Points = **Diamond Award**

Certificates will be handed out during celebration assemblies and each award achieved results in a reward for each individual from our school reward shop. Children will be able to exchange the value of their points for an item/object. The more points achieved, the greater the reward.

Other meaningful rewards and recognitions:

- Classroom praise - this can be private or public, dependent on the individual.
- Send a child to another teacher to show work/receive praise - this can be particularly motivating for children who have built positive relationships with a range of adults within school.
- Phone call/Postcard/Email sent home - this allows parents to reward children for demonstrating excellent values and behaviours as well as promoting a positive culture and building positive relationships with parents.
- Sticker from Headteacher - children to be brought to the Headteacher's office to show learning/recognise behaviour - this is a special award for exceeding expectations and also promotes a positive culture where children are brought to the Headteacher for positive behaviours, rather than negative ones.
- Celebration Assemblies - during weekly celebration assemblies, each class teacher gives a summary of the successes of an individual child, linking to the REACH values.
- Weekly extra playtime - all classes have 15 minutes of extra time where they can do a chosen activity. If a child has not met the minimum expectations (received a Yellow or Red), they must use this time to catch up or for reflection.
- Termly reward - all classes have an opportunity to take part in an hour activity where they can sign up with their friends. This can be a cooking session, movie and popcorn, gaming, football or dance. If a child has not met the minimum expectations (received a Yellow or Red), they must use this time to catch up or reflect.

7. Managing challenging behaviours

All staff should recognise that behaviour is a form of communication. Engagement with learning is always the primary aim, but sometimes just being safe in the school environment takes priority. For most children, a gentle reminder and nudge in the right direction is all that is needed.

Our SENDCO will evaluate a pupil 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 and medical practitioners to identify or support specific needs. When specific needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

As staff, we must:

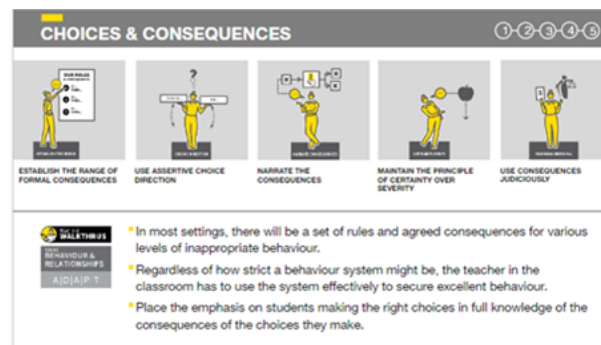
- Put relationships first.
- Take a non-judgmental, curious and empathetic attitude towards behaviour. All adults are encouraged to respond in a way that focusses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Maintain clear boundaries and expectations around behaviour.

We understand that occasionally children will behave inappropriately for a range of possible reasons. When children demonstrate certain behaviours, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way.

Choices & Consequences

Our consequences are not intended to humiliate or embarrass a child. The consequences should be calmly and consistently applied in a manner that avoids confrontation, loss of control by the adult or humiliation of the child.

Whilst going through the consequences hierarchy, staff must ensure that positive reinforcement is given as soon as possible after a child starts doing the right thing.



Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school will respond to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school by following the procedures set out in this policy.

Situations outside the school premises, including online conduct, that school might sanction pupils for include misbehaviour:

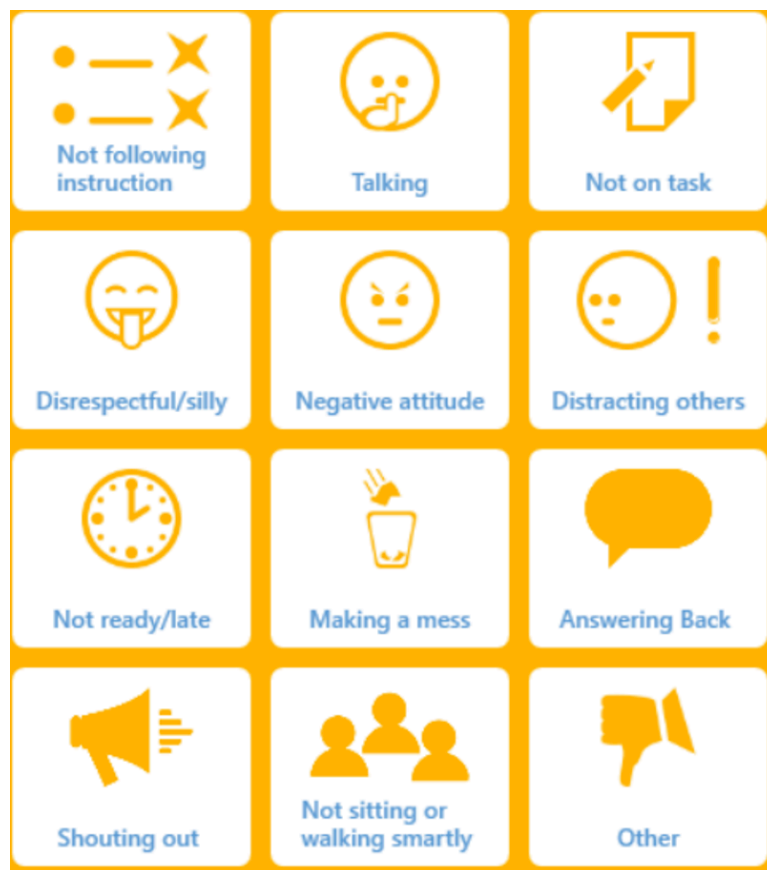
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Criminal behaviour off the school site that is witnessed by a member of staff or reported to the school will be reported to the police.

What we will do if we see unacceptable behaviour



1. First, we will give 3 verbal warnings. These are logged as orange on Trackit Lights. A de-escalation strategy will then be put into place such as, the child asked to move to seat in class, work outside the classroom or moved to another class for the duration of the lesson. This is to help deescalate any situation that is arising resulting in the 3 warnings.
2. Children will then have a restorative conversation with the class teacher or TA. Children may also be asked by the MDS at lunch to stand with them for 5-10 mins so they can have a break from the activity that was causing escalation.



1. Yellow warning for persistent behaviour *(to be logged and explained by the teacher on Trackit Lights)*
Children will lose 10-15 minutes of their nearest break time as a consequence. Children will have a restorative conversation with their class teacher or TA .
2. The parents of the child will be informed.
3. If a child gets 4 Yellows in the half term they will go on to an accountability form. This will be set up with a meeting with the class teacher , child , parent and SLT member.



1. Red warning - *(to be logged by teacher on Trackit Lights)* children will be spoken to by a member of SLT and a lunch time restorative conversation will take place with the pupil.
2. If poor behaviour persists after this time, children will work under the supervision of the SLT. Break times may be restricted and parents will be informed.
3. If behaviour still continues a referral to the Deputy Head or Head Teacher will be made. In the most serious cases of misbehaviour, the School Suspension and Permanent Exclusions Policy will apply.



On rare occasions, children may exhibit behaviour which accelerates faster through the sequence above. Staff in each class will apply their professional judgment when awarding Trackit Light and enforcing consequences.

Managing persistent challenging behaviour

When behaviour that is not acceptable in school is ongoing the following actions will be taken:

- 4 yellow warnings in a half term - Parents will be asked to come in to school to discuss the child's behaviour with the class teacher. At this point the child will go on to an "Accountability Card" where their behaviours will be monitored throughout the school day over a period of a week. The child will report to SLT at the end of the week to get their card signed off.
- 2 red warnings in a half term - Parents will be asked to come in for a meeting with the class teacher and a member of SLT and plan will be put in place to support improvements.

Where the incident is serious, a suspension or exclusion may occur. Only the Head Teacher can suspend or exclude a child.

8. Positive Behaviour Planning and De-escalation

For children with SEND or those who are considered vulnerable, a more therapeutic approach may be needed instead of, or in addition to these procedures. The Head Teacher will make this decision based on individual circumstances.

For children with SEND, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil. For individuals or groups with particular needs we will strive for improvement in pupils' behaviour over time and will tailor inclusion support to prevent dysregulation.

All children with an Education Health Care Plan (EHCP) or children with a particular need will have a Positive Behaviour Plan which will consider the individual needs of the pupils and reflect communication and sensory needs. Positive Behaviour Plans allow for pupil advocacy and personal interest.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, taking into account their SEND, staff will respond promptly to restore a calm and safe learning environment, and to prevent recurrence of behaviours that challenge. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All staff will use a range of de-escalation techniques to manage pupil's behaviour positively and prevent behaviour escalations through the use of personalised and consistent strategies. We use a range of proactive strategies in school in line with good practise. This includes the use of visual supports, reward charts and adapted pedagogies.

Some of the de-escalation techniques used are:

- Calm talking
- Positive body language
- Humour
- Distraction
- Limited choices
- Verbal advice and support
- Reassurance
- Firm and clear instructions
- Reduced language
- Negotiation
- Planned ignoring
- Positive reinforcement or reminders about consequences

Our Positive Behaviour Planning focuses on what behaviour the pupil may display may at each stage and identify consistent strategies which could help the individual pupil to be their green Zone where they feel 'just right' to prevent dysregulation. We plan proactively for each individual pupil at each stage to enable us to respond in the most effective manner. We look for behaviour triggers and analyse patterns to improve behaviour.

Over alert	<p>Non-negotiables: Strategies to help pupils throughout their day.</p> <ul style="list-style-type: none"> • What you may notice ... Behaviours and sensory needs in their different stages. • Strategies to help: Things to put in place to get the pupils back to just right.
Becoming over alert	
Just right – best place for me	
Becoming under alert	
Under alert	

9. Self-Regulation

What is self-regulation?

Self-regulation is the ability to manage emotions and behaviour in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations, and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings.

- We will help our pupils regulate their emotions by coaching them to slow down and calmly respond to situations rather than being impulsive.
- Adults will use patience and positive feedback to support pupils.

To support children in managing their emotions we use the Zones of Regulation strategy.

Zones of Regulation

The Zones of Regulation is a tool that helps children understand and manage their emotions by breaking them down into four distinctive child friendly colours: red, yellow, green, and blue. This simple system makes it easier for children to spot how they're feeling and how those feelings can affect their behaviour. By using the zones, children learn to express their emotions and figure out what they need to feel better, whether it's taking a break or using some deep breathing. As they practice these strategies, children become more skilled at handling their feelings, which can lead to better focus, improved friendships, and a greater ability to tackle everyday challenges. Overall, the simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for children and those who support them.

The four zones:

ZONES OF REGULATION

*Choose your **zone**. How are you feeling?*

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space

All the Zones are Okay

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green

Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

10. Restorative Practice

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility and empathy. If a pupil in our school has been negatively affected by someone, we shall ensure that each child the right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. This allows all parties to have their right to be heard and respected.

Approaching incidences and issues with sensitivity provides pupils with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Pupils and staff are encouraged to put things right together.

In a planned restorative conversation staff will ask the children no more than **five** questions. Choose your restorative five from the suggestions below:

What happened? *It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.*

What were you feeling at the time? *This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)*

How have you felt since? *Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.*

How did this make other people feel? *The child may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.*

Who has been affected? *The child may initially think it is only them but with some gentle encouragement they can help to see the bigger picture. You are teaching them to use their conscience.*

How have they been affected? *Teaching them to develop empathy with others.*

What should we do to put things right? *In many restorative conversations, this is the point where the child may offer an apology, but don't force it. Even if an apology is the 'obvious' step from the adult's perspective, resist the urge to guide the conversation that way. Everyone knows a forced apology is worthless.*

How can we do things differently in the future? *This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.*

The Restorative Approach and use of consequences

When using consequences, the children should always be involved in a 'Restorative conversation' to allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions. All children require time to calm down and this is an important part of developing a child's self-management skills.

11. Emotion Coaching

Using Emotion Coaching highlights the importance of the child's voice and of listening to children's views about how adults in schools might respond to pupil behaviour. We understand that children use behaviour as a form of communication. Using the CARE approach will allow adults to discuss and understand what emotions the child might be experiencing. Again, this promotes the building of positive, caring and trusting relationships where children are able to discuss and disclose how they are feeling in a safe environment. It allows adults to unpick the demonstrated behaviour and provide the appropriate level of support needed.

Connect	Empathy Connect with child	"I am sorry to see you are upset"
Accept	Label emotion	"I'm wondering if you are feeling sad"
Reflect	Setting limits on behaviour	"It's okay to feel sad but it's not okay to pull someone's hair"
Empower	Problem solving with the child / young person	"I'm thinking about what we could do to sort this out. What are your ideas?"

12. Additional Approaches/Support

Three things to do when a pupil 'clams up' Try using:

1. "Ok, imagine if there were... (people affected/a way of putting it right/things you could do differently). What would they be?"
2. 1-10 scales: "On a scale of 1-10, how angry were you?"
3. Offer a postponement and some support if the child is not ready to speak. "I can see that you aren't quite ready to talk right now. Would you like me to/I will come back when you are ready to talk about what happened?"

Phrases to use to reframe a confrontation

1. I understand... (that you are angry/upset)
2. I need you to... (come with me so that we can resolve this properly/find out what has happened/talk about how you are feeling.
3. Maybe you are right... (maybe I need to speak to them too)
4. I understand where you are coming from (it's not easy, but I know that you can do it)