



Worth Valley Primary School

Relationships and Behaviour Policy

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Signed by:

CR10 dgs

Headteacher

20.11.25

Date: _____

G. Matt

Chair of governors

20.11.25

Date: _____

Relationships and Behaviour Policy

At Worth Valley Primary School, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning and underpins our ethos of supporting pupils' social, emotional and mental health. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships and behaviour policy guides staff to teach self-regulation and encourages all members of the school community to understand that promoting exemplary behaviour is a shared responsibility.

We have the following values which underpin our relationships and behaviour policy and our whole school ethos:

- One team – We listen to each other and value each other's opinions and we do as we are asked first time.
- Respect – We care for each other and look after property.
- Trust – We always tell the truth.
- Community – We treat others as we would wish them to treat us.
- High expectations – We do our best and keep ourselves safe.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, across all areas of school life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To help learners take control over their behaviour and be responsible for the consequences of it.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To ensure that excellent behaviour is a minimum expectation for all.

The Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school community.

Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The deregulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.
- Our school has to have due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit with the needs of our pupils.

Being Positive

- Parents and carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest and sensitive feedback on their own learning and behaviour.

Making Sense of Behaviour

Our Behaviour Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.
- Challenging behaviour includes behaviour that:
 - prevents participation in appropriate activities;
 - isolates the pupil from his/her/their peers;
 - affects the learning and functioning of other pupils;
 - drastically reduces the pupil's opportunities for involvement in ordinary school activities;
 - makes excessive demands on staff resources;
 - places the pupil or others in physical danger;
 - perpetuates low self-esteem.

Managing Behaviour in a Positive Way

Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave.

Many of our pupils have difficulties at one time or another in understanding what is required of them.

This may be because of:

- Language delay or impairment
- Cognitive or sensory impairment
- Emotional disturbance
- Or, in many cases, simply confusing messages or expectations from adults.

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, or disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:

- Checking that we have the pupils' attention, and that eye contact is established. Where possible and appropriate, with younger or smaller pupils, bending or crouching down to the pupil's level if necessary.
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single-stage commands if necessary.
- Reinforcing our verbal communication with appropriate gestures/signs.
- Repeating our instructions if necessary or asking pupil to repeat back what is required of them.
- Modelling the desired behaviour.
- Using the language of PACE to engage with the pupil if needed. If de-escalation is needed.

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in school and within the wider community, and that we constantly seek to raise those expectations amongst staff, amongst governors, with pupils and with parents/carers.

Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with requests boundaries. This may be because:

- They are testing the boundaries to see if we really mean what we say;
- The task that they are being asked to perform is too difficult for them;
- The task that they are being asked to perform is too easy for them, or is not intrinsically interesting/motivating to them;

- They are upset by something that has happened (or that they think may happen) outside the present situation e.g. at home, in the playground;
- They are upset by something that has happened (or that they think may happen) within the present situation e.g. dispute with, or bullying from, other pupils;

• They hope to attract or retain adult or peer group attention by not observing boundaries for acceptable behaviour i.e. they are 'in need of attention';

- Boundaries are inconsistently maintained;
- The child perceives the sanction as unfair or unjust;
- They have low confidence and/or self-esteem;
- They have a very short attention span and are unable to remember what they should be doing;
- There may be some biological/medical condition that reduces their ability to control their behaviour;
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or anxieties;
- They have poorly developed social skills;
- They have learned inappropriate behaviours.

However, one of the important skills we should hope to develop in our pupils is the ability to negotiate. We need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'. Our language use must be consistent to reinforce that their behaviour will not change our response or requests to them.

Positive Behaviour Rewards

- Headteachers certificates- Handed out in Celebration Assembly on a Friday
- Star of the week – Class teachers select a pupil each week to award their certificate to. The certificate must be given in acknowledgement of positive learning behaviours seen during the week e.g. being empathetic, being resilient, asking good questions and managing distractions.
- In-class rewards. Class teachers may have their own rewards that are age appropriate and run within the classroom.
- Golden tickets are issued for showing our school values. This can be observed in all areas of school and recognised and rewarded by the headteacher or deputy headteacher.
- Individual rewards. For some children, it may be appropriate for them to have an individual reward chart. This is to help the child to actively improve their behaviour through encouraging the correct choice and learning to manage their behaviours.

The Effects of Bullying:

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem. Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in Use to Address Bullying Preventative Strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a weekly PSHCE session which allows children to talk about feelings in a safe context and to bring out bullying issues. Pupils participate in Anti-bullying Week each year and this topic is constantly returned to both in assemblies and within PSHCE lessons.

- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games.
- For children who are prone to bullying others, a circle of friends may be used to help him/her resolve the problem. The pastoral team will work closely with this circle of friends to reinforce and model how to build friendships.

If an incident of bullying occurs, pupils are supported to sort that situation out with parents and carers being informed of any action that has been taken. Pupils are supported to go through a repair and reflection task, where pupils are given the skills and tools to reflect on the difficult situation that needs to be addressed and are encouraged to repair this situation. Repair and reflect strategies given to the pupils and they are supported by the adults around school to actively repair the difficult situation. School will always act to protect and support any pupils involved in bullying.

Repair and Reflection allows pupils to explore how they are feeling and why they have behaved in a certain way. Adults use the following prompts to guide that repair and reflect conversation:

1. I did...
2. I feel...
3. Others feel...
4. I need...

Younger pupils are supported with symbol cards to help to guide this repair and reflect conversation.

Addressing Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality and the 9 protected characteristics:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

Staff training on how prejudice-related incidents been completed. We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents. All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded in CPOMs. Staff must always act and be seen to act to protect victims. All incidents should be reported to the Senior Leadership Team.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include: Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases. The language of PACE will be encouraged to ensure that staff are able to respond in a way that encourages de-escalation. The principles of PACE reinforce the importance of secure relationships between staff and pupils. All pupils will be treated equally under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Pupils are supported to use the 4 repair and reflect statements (1. I did...; 2. I feel...; 3. Others feel...; 4. I need...) to allow them to explore the choices they have made and seek to repair those relationships which are causing conflict for them.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- An orange slip may be used to send pupils to a member of the Senior Leadership Team. The use of the slip is to encourage a non-verbal passing over of the pupil to a senior member of staff without having to go over the situation again. We believe that a non-verbal handover is an essential de-escalation tactic and allows time for the pupil to calm down and regulate their behaviour before having to address why they were removed from class. This approach avoids the humiliation of the pupil.
- Suspension/Permanent exclusions, in the most serious of circumstances.
- Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The behaviour system aims to encourage the pupil concerned to calmly respond and return to their work and focus in a timely manner with minimal disruption. Each class follows the agreed flow chart which is designed to allow children a short amount of thinking time to return to the correct behaviour. For children not willing to follow the school's values, the flow chart provides them with time-limited chances to refocus with sanctions built in to the process. Children who are still not able to return to their work are asked to work with a member of the Senior Leadership Team to remove them from the classroom environment with minimal disruption.

The range of responses includes:

- Calm and quiet reminder to reset behaviour and share expectations.
- Voiced disapproval and request to stop the unacceptable behaviour.
- Use of the in class flowchart: which is intended to return the child to positive learning behaviours and avoid escalation.

Behaviour flowchart

Verbal rule reminder. 'I expect..'
Given a clear verbal warning to reset behaviour
'Thinking time' in class- 'Thinking Time' card placed on desk, time in the regulation station or a brief walk outside of the classroom or a short 'job' to act as a distraction and reset
Orange slip is filled out and pupil is taken to a member of SLT. Pupil is given time out of class to calm down, address and repair their behaviour choices and get ready to return to learning within their class. Orange slip records are logged in the class book.
Red card is issued if behaviour continues or escalates further. Pupil spends a period of time in the classroom of a member of the senior leadership team. Parents are informed.
After lunchtime the cycle begins again to allow the pupil the opportunity to return to learning and demonstrate appropriate behaviour choices.
Lunch times have a similar approach where the pupil will be asked to stand near the fence in the playground for 5 or 10 minutes to give them time to reset their behaviour. For more extreme behaviours, the flowchart will be accelerated to the appropriate point.

If a child receives 3 red cards within a half term, they are placed on report for one week.

The aim is to help children manage their own behaviour choices by breaking the day into smaller parts. It also helps adults identify or track any patterns in behaviour; such as the time of day, location etc.

Use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment or compliance
- Be recorded and reported to parents (Team Teach Log on recorded on CPOMs.)

When using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The headteacher/Safeguarding and Welfare Officer and the Learning Mentor have received current Team Teach training.

Searching and confiscating items to safeguard children

Worth Valley Primary School has a responsibility to safeguard children's safety and well-being. Following guidance from the DfE and with the Headteacher's authorisation, school staff may search pupils and their possessions for any item which may cause harm, disrupt teaching or go against the principles of this policy.

Please refer to: Searching and Confiscation Policy DfE guidance: Searching, screening and confiscation: Advise for Headteachers, school staff and governing bodies 2014

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

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 children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil'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 balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil 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 pupil concerned.

- Visual reminders of expected behaviours
- Anticipation of possible triggers
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding individual's needs and conditions such as autism or being neurodiverse
- Use of separation spaces (regulation stations, clam room, sensory room) where pupils can regulate their emotions during a moment of sensory overload
- Short, planned movements breaks for a pupil with SEND who finds it difficult to sit still for long periods
- Social stories to support pupils to communicate and understand the expectations
- Use of repair and reflect verbally or with the use of symbols after periods of dysregulation

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act

2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

APPENDICES

Appendix 1 – School Values and Behaviour Sanctions

School Values and Behaviour Sanctions

One team – We listen to each other and value each other’s opinions and we do as we are asked first time.

Respect – We care for each other and look after property.

Trust – We always tell the truth.

Community – We treat others as we would wish them to treat us.

High expectations – We do our best and keep ourselves safe.

Verbal reminder of school expectations and values

Verbal Warning

‘Thinking time’ in class

Orange Slip

See a member of the Senior Leadership Team for Thinking time

Red card

Spend a period of time in the classroom of a member of the senior leadership team