Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER TO

'LET YOUR LIGHT SHINE'

Matthew 5:16

RELATIONSHIP AND BEHAVIOUR POLICY
September 2026

Our Christian vision shapes all that we do: Learning, Believing, and Achieving together to "Let your Light Shine" *(Matthew 5-16)*

Guided by our Christian values of **Honesty, Love, Courage and Community**, we encourage all to flourish. Like a lamp set high to light its surroundings, everyone – whether timid or outgoing – is called to share their light for all to see. Our vision welcomes children and adults of all faiths and none, inspiring them to live, grow, and learn together, showing the world their unique light.

RATIONALE

At Wolston St Margaret's we feel it is essential that we establish an orderly atmosphere and environment for all our children and this is one of the ways that we express our Christian ethos and values.

The purpose of this policy is:

- To create an environment that encourages and reinforces good behaviour;
- To promote values which foster and encourage good behaviour;
- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate;
- To encourage consistency of response to both positive and negative behaviour;
- To establish a clear system of sanctions to be used when a child's behaviour fails to meet our expectations;
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour;
- To ensure that the school's expectations and strategies are widely known and understood.

Children should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect:

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- everyone has the right to go home happy

SCHOOL ETHOS

Our school has three simple rules – **Be Ready, Be Respectful, Be safe.** These can be applied in a variety of situations and are explicitly modelled and taught.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to: -

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

PURPOSE

The purpose of this policy is to guide teachers, pupils and parents on our **restorative and relationship-focussed** approach to behaviour management. This will allow the pupils at Wolston St Margaret's to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our relationship and behaviour policy is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this. Pupils will be rewarded for behaviours for learning and for following the school values. They will also be rewarded for following the school rules.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book '*When the Adults Change, Everything Changes'*. Good behaviour is recognised sincerely rather than just rewarded. **Children are praised publicly and reminded in private.**

UNDERLYING PRINCIPLES

We aim to create an environment that is safe, where everyone feels respected and where pupils come into each lesson ready to engage in learning

Our School Rules –
BE READY
BE RESPECTFUL
BE SAFE

AIMS

* To create a culture of exceptionally good behaviour: for learning, for community, for life.
* To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices, to ensure all children are treated fairly.
* To always have a calm, consistent approach with relentless routines to support all children.
* To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
*T o provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
*T o give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the School staff with respect because they know this is the right way to behave.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'
Paul Dix

IN SCHOOL -

The Head teacher, Senior Leadership Team and all staff will:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to organise interventions and targets
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Pupils are expected to:

- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn

POSITIVE STRATEGIES

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

At all times, all adults will be looking out for children who show Wolston St Margaret's Values and go over and above. In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider Wolston St Margaret's community and showing Wolston St Margaret's initiative.
Children will be recognised for doing so by:

Warm Welcome Every Day - Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door/gate. This may be a simple, 'Good morning' or offering a smile / handshake / high five to provide a consistent check in and enthusiastic welcome to every child.

House Points

Our four houses ensure that all pupils feeling like they belong. We use our team approach so our children know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils will be awarded House Points for demonstrating positive attitudes to learning, good work and for following the school rules and values.

A Positive phone calls / note home to parents from class teacher

Class teacher / teaching assistant phones / messages parents to share the child's success. This needs to be a "promoted" experience, telling the child and the class (if appropriate) that the message is being sent.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'
Paul Dix

A positive phone call / note home / letter home from Head Teacher / member of SLT

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

Celebration Assembly – Certificate linked to learning and living out our school values.

Policy Practice Relationships Policy Blueprint (See Appendix 1)

This is a concise document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Restorative Questions (See Appendix 4)

These restorative questions will be used to support restorative meetings and/or conversations. For KS2, up to 5 questions will be used. For KS1/R, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.
Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'
Paul Dix

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'
Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, especially at lunchtime, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required, but class teacher will be informed about the incident and the outcome. Teachers will deal with almost all behaviours which take place during lessons. To minimise loss of teaching and learning time, the SLT may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

At Wolston St Margaret's we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'
Paul Dix

At Wolston St Margaret's, we encourage positive behaviour which reflects our Values and our 3 School Rules. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences for the specific incident. See below Appendix 2 Consequences.

Appendix 1- Policy Blueprint

Our Rules	Visible Consistencies	Over and Above
<u>Our Rules -</u> Be Ready Be Respectful Be Safe <u>Our Values –</u> Honesty Love Courage	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations	1. Verbal praise 2. House points 3. Show work to another adult 4. Phone call /message home class teacher 5. Phone call /message home SLT

Community	4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language	6. Afternoon treat with SLT

Appendix 2- Classroom Plan

Steps	Actions
The warning (and check)	A reminder of the rules delivered privately wherever possible. Check there is no "problem" preventing child from doing as is being asked.
The caution	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, **'Think carefully about your next step.'** Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Last Chance - 30-second script	If the pupil still does not engage, use the 30-second script. Attach, **'Stay behind two minutes after class.'** to this step. This two minutes cannot be removed or reduced.
Time out / Cool off	The pupil is directed to take a 3-minute egg timer (KS1), a 5-minute egg timer (Lower KS2) or a 10-minute egg timer (Upper KS2), and go to an appropriate location depending on the time of day and staff in class. This may be within the classroom or within another class. The pupil may not need to be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement. Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards. If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a parallel class for the remainder of the session.
Restorative conversation	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate

	consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, then the child needs to understand that they will need to catch up.
Support step (SLT)	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This will be specified on a personalised Plan for certain children identified with behaviour as an additional support need.
Consequences Communication with Parent /Carer Meeting with SLT Daily / Weekly Behaviour meetings Exclusion – Internal / External	If a child has several incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS. If a child has regular / daily incidents in a week (or regular incidents) each requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS. Children who regularly receive more than 3 reflections in a week will have Daily / Weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to an internal exclusion where the child works away from their class. A very serious breach may lead to a fixed term exclusion.

<u>Serious incidents</u>

Depending on the age of the children serious incidents will be dealt with at the discretion of the Head Teacher. All serious behaviour matters must be referred immediately to the Headteacher or Deputy Head Teacher.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults

Use of Reasonable Force and Power to Search

All members of staff are aware of the regulations regarding the use of force as set out in the DFE guidance 'Use of Reasonable Force' 2013. (New guidance from April 2026). Staff only intervene physically to restrain or control children when other avenues have been exhausted, with the minimum force required and when it is in the best interests of the child to do so. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. All instances of physical intervention are recorded on C-Poms and communicated to parents.

The Headteacher and another member of SLT will carry out any searches required to look for 'prohibited items' and they will confiscate any such items that they find. All searches of children's pockets/person occur away from a public place and with two members of staff present; searches of children's bags and drawers may take place in classrooms and corridors and be conducted by any member of staff as directed by the Headteacher. Prohibited items include: matches and lighters, cigarettes, laser pens, any article likely to cause personal injury or damage to property.

The Headteacher will inform parents that prohibited items have been confiscated and invite them to come into school and collect them. Any confiscated items not collected by the end of term will be disposed of. Illegal items will be reported to the police.

Pupils are not allowed to have mobile phones in school (with the exception of Year 6, who hand them in on arrival at school and receive them back at the end of the day, children with medical needs and children who transition between carers) and we expect that parents respect this. Where children are found to have a mobile phone with them they will be asked to take it to the school office and collect it at the end of the day. Parents will be contacted. Parents will be asked to come into school and collect a child's mobile phone should subsequent discoveries be made.

Suspension and Exclusion

The school follows the DfE and Warwickshire guidance. A copy is kept by the Headteacher and guidance is available on the Warwickshire website. Suspensions and Permanent Exclusion are used as a sanction when warranted as part of creating a calm, safe and supportive environment where both pupils and staff car work in safety and are respected. Only the Headteacher can make the decision to suspend or permanently exclude a pupil from school on disciplinary grounds. A suspension or exclusion will be governed by policy, based on evidence of the circumstance, some circumstances may require a rapid response if there is immediate risk to the safety of others in the school or the pupil concerned. A decision to suspend or permanently exclude a child may be taken if:

- In response to serious and/or persistent breaches of the school's behaviour policy; and
- If allowing the child to remain in school would seriously harm the education or welfare others

Suspension or permanent exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time. Before reaching a decision the Headteacher will:

• Consider the evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.

• Allow the pupil to give their version of events.
• Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
• If necessary, consult others.

(See Suspension and Exclusion Policy)

Appendix 3- 30-Second Script

'I noticed you are….' wandering around the classroom chatting...
'You are not showing our value respect'....
'You have chosen to...' stay in for 2 minutes at playtime to finish your work
'Do you remember when…' you finished all your writing
That is what I need to see today. Thank you for ...listening.

Appendix 4- Restorative Questions

The Restorative Five:
1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

Appendix 5- Desired behaviours – What good behaviour looks like.

In the Classroom
• Follow class rules
• Listening to each other
• Follow instructions
• Showing kindness and respect
• Working in a team/cooperation
• Ready to learn
• Appropriate volume for work
• Showing growth mindset
• Respecting Personal Space
• Recognise and celebrate each other's achievements
• Be independent
• Respect the classroom environment

In and around school
• Polite and courteous
• Smile
• Be calm
• Walk
• Tidy – take care of the environment
• Demonstrate respect for others – hold doors open

- Be smart
- Punctual
- Take pride

Playtimes/lunchtimes

- 1st bell / Tidy up song – stop/tidy up, 2nd bell – walk to enter the classroom
- Have healthy snacks
- Use toilet during playtime
- Follow instructions
- Demonstrate good manners
- Respect equipment and tidy up
- Respect personal space
- Respect physical boundaries
- Share and take turns
- Respect the environment

Collective Worship

- Be punctual
- Enter calmly
- Sit smartly/dress smartly
- Be ready to listen
- Engage with the subject matter
- Show respect for others during prayer time

This policy will be reviewed and updated annually.