Wareham St Mary CE Primary School
Positive Behaviour and Relationships Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Local Governing Body
Policy Ratified:	March 2026
Review Date:	September 2027

1. Aims

This policy reflects the principles set out in the overarching policy, as well as the Partnership's values: Serve, Inspire and Empower.

This policy aims to support the school to create an environment which encourages and reinforces good behaviour. This is strongly aligned to our Christian ethos, our vision and our values. We define acceptable standards of behaviour and encourage consistency of response to both positive and negative behaviour. The policy aims to ensure school expectations and strategies are clear, well known and understood by all staff, children and parents.

It aims to involve everyone in school and at home in its implementation. We recognise the importance of parental involvement and always strive to develop a home/school team approach to any disciplinary issues.

The policy aims to promote good behaviour, self-discipline, politeness, respect, cooperation and consideration for others. We are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Pupils are encouraged to be proud of Wareham St Mary CE Primary School. They are encouraged to help take decisions about rules, rewards and sanctions. They are regularly involved in reviewing the behaviour policy and systems. Children are expected to follow rules and are aware that there are consequences if they fail to do so. Children at our school are encouraged to work cooperatively with each other and with staff, and to have high expectations of themselves and others.

2. Behaviour and relationship policy for Wareham St Mary CE Primary School

This policy has been developed in consultation with stakeholders and is underpinned by our Christian vision and values. Our aim is to create an environment where children feel nurtured, are encouraged to take responsibility and are courageous. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, safe atmosphere effective teaching and learning cannot take place.

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At Wareham St Mary CE Primary School we have adopted a behaviour system called 'It's Good to be Green'. In school we work towards standards of behaviour that are based on our vision of being nurturing, responsible and courageous. When children are following school rules (Our Wareham Way), we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community will show these behaviours at all times. We believe that children respond best to praise and encouragement and will look for every opportunity to do this.

3. Roles and Responsibilities:

Local Governing Body

- Ensure the school-specific policy reflects the school context and is published to the school's website;
- Monitor the effectiveness of the school's policies and procedures.

Headteacher

- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently;
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by the CLP values for behaviour and relationships;
- Monitor and evaluate the implementation of the behaviour and relationships policy;
- Ensure staff are familiar with the school specific policy and procedures;
- Identify training for staff as required;
- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Behaviour Policy.

School staff

- Model and encourage good behaviour and relationships and apply the school specific policy effectively;
- Act as role models of good behaviour and to promote self-discipline amongst pupils as well as deal with any unacceptable behaviour in accordance with the school's policy;
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- Keep parents updated about their children's behaviour;
- Involve parents as active partners when implementing the policy.

Parents

- Become familiar with the school's behaviour policy;
- Support the school's behaviour policy and encourage reinforcement of the policy at home as appropriate;
- Raise issues about behavior directly with the school while continuing to work in partnership with them.

Pupils

- Uphold the school's rules and contribute to the school culture;
- Participate in adult facilitated reviews of the behavior policy, rewards and sanctions;
- Receive additional help and support to achieve the school's behavior standards.

4. Rewards

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Examples of rewards include:

- verbal praise
- Praise points awarded
- communicating praise to parents via phone call or written correspondence
- Star of the Week award or Christian Value certificate given in weekly Celebration Worship
- Whole House reward when their Praise Tube is full
- Chance to win tea and cake with the Headteacher once a half term

5. Sanctions

The aims of any response contrary to the behaviour policy should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent a recurrence. Consequences are best when they are immediate, short and appropriate for the behavior; they should not be aimed at the child.

We recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate we will work in conjunction with parents/carers, to devise an individual support plan.

If children display 'low level' behaviour that is not nurturing, responsible or courageous, as displayed on Our Wareham Way posters, they will receive a verbal warning and then a yellow card. If this behaviour persists, another yellow card may be given. We will always look for opportunities where the child has made the right choice and then the yellow card(s) can be removed. If the behaviour continues, this may result in a red card being given.

Some behaviours that are not nurturing, responsible or courageous, as displayed on Our Wareham Way posters, are deemed serious enough to receive an immediate red card. Receiving a red card will result in the child spending some time with a member of SLT (or teaching staff) to complete a restorative conversation (please see script as detailed on the blueprint) and a reflection sheet. Pupils may write a sorry note or make a plan to improve behaviour.

Parents/carers will be informed of any red card incidents. If pupils receive more than 3 red cards in a term, a behaviour meeting may be called with parents/carers and an individual behaviour plan may be put in place.

Restorative conversations will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. The intention being that children learn early on in their school life that their actions have an impact on others and also consequences for them.

Other sanctions may be used if red card behaviours are persistent or of a more serious nature. These may include: moved within the classroom, moved group, removed from activity, removed from class

to work in a different room or with SLT, miss a break time, be offered or asked to spend playtimes and/or lunchtimes in the nurture room, help tidy up a mess they've created, repair damage, miss a number of break times or suspension from school (must be decided by the headteacher, please see CLP Suspension and Exclusions Policy for further information).

Pupils with SEND

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's PLP.

6. Bullying, Harassment and Abuse

Bullying in any form will be tackled proactively; all concerns raised by parents/carers or pupils will be taken seriously and investigated as soon as possible. SLT will deal with all allegations of bullying and will log all conversations and findings on My Concern. Views and concerns will be collected in an age appropriate way and our pastoral lead may be involved with this. Parents will be informed of any findings from bullying allegations and both the victim and perpetrator will be monitored and supported through Nurture, ELSA or pastoral support as needed.

Peer on peer abuse and sexual harassment is unacceptable and will be taken seriously. Staff will maintain an attitude of 'it happens here' and must not dismiss worrying behaviour. Any report of child-on-child sexual violence or sexual harassment offline or online will be addressed in line with statutory guidance. The designated safeguarding lead (or deputy) must be informed and is the most appropriate person to advise on the school's response. Each incident will be considered on a case-by-case basis.

7. Monitoring & Evaluation

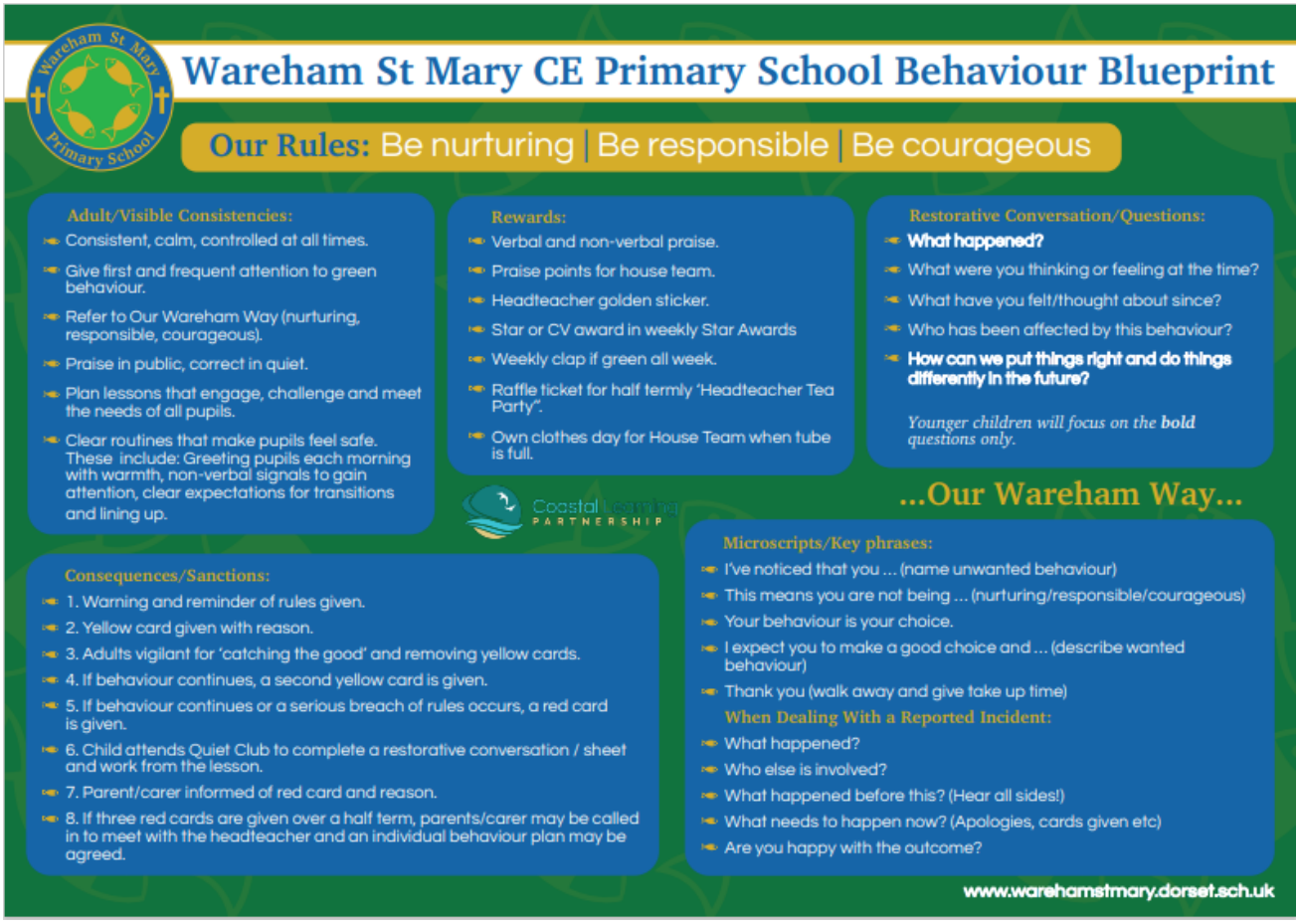
The school's Leadership Team will monitor standards of behaviour, on a termly basis, and the implementation and effectiveness of the policy, annually, and report back to the Local Governing Body.

8. Banned Items

The over-arching CLP policy lists banned items.

On occasion, our school may find it appropriate to temporarily ban items due to ongoing minor disputes between pupils. In such cases, items that are temporarily banned will be clearly communicated to pupils, staff and parents.

APPENDIX A: WAREHAM ST MARY CE PRIMARY SCHOOL BEHAVIOUR BLUEPRINT



APPENDIX B: BEHAVIOUR – OUR WAREHAM WAY



...Our Wareham Way...

Be Responsible

Behaviours that are responsible and will receive praise:

- Looking after belongings and resources
- Being a good role model for younger pupils
- Looking after our school environment
- Making your best efforts in all that you do
- Being honest and owning up to your mistakes

Behaviours that are not responsible and will receive a yellow card:

- Distracting or disrupting others
- Being silly or irresponsible with belongings and resources

Behaviours that are not responsible and will receive a red card:

- Damaging property or belongings

Wareham St Mary CE Primary School

...Our Wareham Way...

Be Courageous

Behaviours that are courageous and will receive praise:

- Challenging yourself with your learning
- Asking questions
- Persevering when things get hard
- Standing up to any kind of bullying
- Having the confidence to be yourself

Behaviours that are not courageous and will receive a yellow card:

- Not being truthful straight away
- Not trying or making a poor effort

Behaviours that are not courageous and will receive a red card:

- Any kind of bullying

APPENDIX C: QUIET CLUB REFLECTION SHEETS

Quiet Club reflection sheet Year 1 and Year 2

Name	Date	Class







Signature	Signature

Quiet Club reflection sheet Year 3 and Year 4

Name	Date	Class

What I did.	What I was thinking and feeling.
Who has been affected ?	How I can fix things.

Teacher's comments.

Signature	Signature

Quiet Club reflection sheet Year 5 and Year 6

Name	Date	Class

What I did.	What I was thinking and feeling.
What I have thought about since.	Who has been affected ?
How have I been affected?	How I can fix things.

Teacher's comments.

Signature	Signature

Appendix D: A model of positivity – tweaking teaching to transform engagement and positive relationships

- Smile!
- Convince your class that there is no place that you would rather be
- Find out what makes a learner feel important, valued, like they belong
- Reward learners for going 'above and beyond' expectations, not simply meeting them
- Let children lead learning, share responsibility, delegate jobs
- Mark moments with sincere, private verbal praise
- Send positive notes and give wrist bands – approximately 2/3 per day
- Show learners their ideas and experiences have real value
- Catch learners doing the right thing, don't let sleeping dogs lie
- Use subtle, private praise and reinforcement
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important
- Class displays and classroom environments that scream high expectations
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't

Habits of adults who manage behaviour well:

- They meet and greet
- They persistently catch individuals doing the right thing
- They teach the behaviours that they want to see
- They teach learners how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up
- They keep their emotion for when it is most appreciated by the learners

Appendix E: A model of positivity – Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

1. Remind the learner of their previous good behaviour.
2. Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
3. Thank the child for listening.
4. Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
5. Use a soft, disappointed tone.
6. Remind yourself that the sanction is a consequence not personal retribution.
7. Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation, you can either:

<u>Calmly and gently, repeat the line you have been interrupted in</u>
This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or…

<u>Use an appropriate refocusing line to bring the conversation back to the script.</u>
This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only…' 'You are not being fair.' 'It's boring.' 'You are a … (name calling).'	'I hear what you are saying…' 'I understand…' 'Maybe you were … and yet …' 'Yes sometimes I may appear unfair…' 'Be that as it may…' 'I am sorry that you are having a bad day.'

Get out line
If the conversation is becoming unproductive, what line will you leave on?
Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*