Relationships and Behaviour Policy

Pudsey Waterloo Primary School

Reviewed: April 2026

Next Review: April 2028

Aim

The aim of Waterloo Primary School is to create a warm, safe and supportive learning environment in which every member of the school community has the opportunity to fulfil their personal and academic potential. We believe that every member of the school community has:

- The **right** to be valued;
- The **right** to feel safe;
- The **right** to learn and achieve to their full potential;
- The **responsibility** to value others;
- The **responsibility** to keep others safe from harm.

Our Approach

At Pudsey Waterloo, forming strong supportive relationships with our learners is key to daily practice. We prioritise "connection before correction," recognising that for children to learn and behave well, they must first feel safe, known and valued by the adults around them.

The maintenance of positive behaviour is the responsibility of **every member of staff at Waterloo**. All members of staff will do what they can to encourage good behaviour and to challenge behaviour which is below the standards we expect, whenever and wherever they see it throughout the school day.

To build these positive relationships, staff commit to:

- **A Warm Welcome:** Every child will be greeted warmly by members of staff as they enter the school building.
- **Feeling Known and Valued:** Staff will do everything they can to make sure that children feel known and valued as individuals. This includes taking a genuine interest in their lives, hobbies and emotional well-being.
- **Listen:** Giving children the time to be heard, ensuring they feel their perspective is understood.
- **Unconditional Positive Regard:** Maintaining a high level of care for every child, regardless of their behaviour on a particular day.
- **Behaviour as Communication:** Recognising that "misbehaviour" is sometimes a child's way of communicating that they are overwhelmed, anxious or in need of support.

Our School Rules

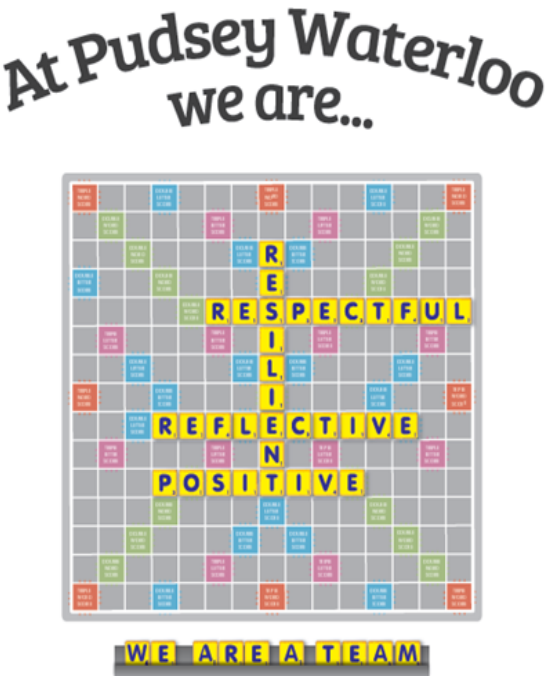
Our rules are taught to the children, both in class and through whole-school assemblies:

- **Be Kind**
- **Be Safe**
- **Be Ready**
- **Do Your Best**

Staff reinforce these rules by referring to them specifically when giving rewards and sanctions.

Our School Values

We all work as a team to ensure Waterloo is a happy, enjoyable and successful school for pupils, parents and staff. We expect everyone to embody these four core values:



- **Respectful:** Having respect for others and themselves.
- **Positive:** Being positive about their learning, our school and what they can achieve.
- **Reflective:** Having a willingness to reflect on how they can do their best and be their best.
- **Resilient:** Displaying resilience to respond well to challenges and overcome difficulties.

Rewards

- **Class Rewards:** Each class has a values scrabble board (shown above). When they demonstrate one of the values, they receive a tile for their scrabble board. When their board is full, they receive an afternoon reward. They can choose how they would like to spend their reward time and the school will facilitate this if their suggestion is possible and appropriate.
- **Merits:** Given to recognise excellent behaviour, effort or demonstrating school values. When children receive the numbers of merits listed below, they will receive a certificate in our Friday celebration assembly.
    - **Bronze:** 25 merits.
    - **Silver:** 50 merits.
    - **Gold:** 75 merits.
    - **Platinum:** 100 merits.
- **Golden Time:** A weekly session of free time to celebrate excellent behaviour.
- **Good Worker Awards:** Presented in Friday assembly to reward great effort with learning and behaviour.
- **Spotted Rewards**: A weekly award to one child in each class that has consistently followed the school rules that week. Children get to choose a treat to enjoy during Golden Time.

Sanctions

Our behaviour system is based on a **ladder**.

- If a child does not demonstrate one of the school rules, they will receive a warning. If the behaviour persists, they will then move up the ladder.
- Children will be made aware each time they move up the ladder. This will be done privately, if possible, and recorded on the ladder on the teachers desk.
- For more serious behaviours (such as violence, serious disruption or defiance, or verbal abuse) a child may move straight to level 3).
- Moving to level 3 results in a formal sanction.
- If a child receives a level 3 sanction, they are required to have a restorative conversation with a staff member. This will usually take place at a playtime or lunchtime.

Restorative Conversations

The purpose of the restorative conversation is to encourage the children to reflect on the behaviour, the impact it has had on them and other people, and how things could be handled differently in the future.

Restorative Questions:

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel? How did it affect them?
4. What should we do to put things right?
5. How can we do things differently in the future?

Sanctions in EYFS

In the Early Years, we recognise that for our youngest pupils to learn and progress, the timing of our response is critical. To ensure that children understand the consequences of their actions and the impact they have on others, restorative conversations will happen more immediately following an incident. In the early years, the ladder will be shown in a place where the children can see it, to act as a visual reminder which level they are on.

Unlike with older year groups, these discussions will take place during normal learning time, allowing the child to reflect on the situation in the environment where it occurred. Given the developmental stage of the children, these conversations will be shorter in length, providing a clear and instant connection between their behaviour and the restorative outcome. This approach ensures that our relational standards remain high while remaining accessible and meaningful for our youngest learners.

Promoting Good Behaviour

Classroom management and teaching methods have an enormous influence on children's behaviour. Staff should provide a welcoming environment, set high expectations and be organised so that it is conducive to on-task behaviour.

To promote good behaviour, staff will:

- Discuss school rules and standards at the beginning of each academic year and revisit these as often as is required so that children are clear on the expectations of them.
- Use positive praise and positive reinforcement as their primary method of promoting good behaviour.
- Create opportunities for giving children appropriate responsibility in the classroom.
- Build children's confidence and self-esteem.
- Be aware of and control their own behaviour, including their tone of voice, when dealing with the children.
- Engage with the training and development opportunities offered by the school to develop their understanding and practice.
- Deal calmly and firmly with inappropriate behaviour.
- Value and respect varying cultures of children.
- Be consistent and carry out any sanctions they have to make.

Staff will not:

- Humiliate a child or issue public reprimands.
- Punish the whole class for the actions of one.
- Leave or send a child outside the classroom, as this does not solve the problem but only exacerbates it.

Removal From Classroom

In circumstances of exceptionally disruptive or violent behaviour, pupils may be removed from a classroom for the safety and wellbeing of themselves or others or to maintain a good learning environment. This will only be done in rare and exceptional circumstances. Pupils will not remain away from their classroom for any longer than is necessary and their time spent away from the classroom will be used as constructively as possible, doing either learning or restorative work.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of these concerns and of the steps which are being taken to discourage such behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate policy and expectations to parents. Where behaviour is causing a concern parents will be informed at an early stage and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action and parents will be kept informed of any subsequent issues and successes.

Individual Behaviour Provision Maps (IBPM) will be used to support children who display challenging behaviours. These will be formulated with the support of the pupil and their parents. The effectiveness of these will be reviewed and communicated to the parents.

Child on Child Abuse

All staff are aware that children can abuse other children. This may happen both inside and outside of school premises, as well as online. Staff should engage with training and development opportunities that aim to help school staff identify indicators of child on child abuse and how to respond and report it appropriately. All staff must understand the importance of challenging inappropriate behaviour amongst peers. Downplaying certain behaviour, for example – dismissing certain behaviours as "banter" or "having a laugh" can lead to a culture of unacceptable, unchallenged behaviours which is an unsafe environment for children.

Child on child abuse is mostly likely to include, but may not be limited to:

- **Bullying:** Including cyberbullying, prejudice-based bullying, and discriminatory bullying.
- **Physical Abuse:** Such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- **Sexual Violence and Sexual Harassment:** Including sexual comments, jokes, or gestures, and unwanted physical contact.

Recording and Dealing with Incidents of Bullying and Abuse

Any allegations of child on child abuse, as well as all bullying incidents, must be taken seriously and investigated immediately. To ensure proper safeguarding and oversight, all such incidents must be logged directly on CPOMS. Furthermore, the Head of School or Deputy Headteacher must be made aware of the incident without delay so that appropriate support and disciplinary actions can be determined.

Inclusion and Special Educational Needs

Sometimes behavioural difficulties are an indicator that a child may have an additional special educational need. When concerns are significant, our SENCo, following discussions with parents, will evaluate the case and may seek support from outside agencies. Individual plans for these pupils may differ from the standard policy to ensure a consistent, supportive approach.

School Trips and Residential Visits

When on a school trip or educational visit, we have a duty of care for all children. An individual risk assessment will be carried out if there are concerns that a child's behaviour may compromise their own safety or the safety of others. Outcomes will be shared with parents to plan the best outcome for all.

Suspensions and Exclusions

It is the Headteacher's decision if a child is to be suspended or excluded. Suspensions and exclusions are seen as a last resort. Parents and the Chair of Governors must be informed immediately, and parents have the right to appeal to the Governors.

Legislation

This policy complies with the school's legal duty to safeguard the wellbeing of children and ensure provision for children with special educational needs and disabilities, as set out in the Equality Act 2010.

Pudsey Waterloo Primary School acknowledges that some children may require a differentiated approach to manage their behaviour. We have made every effort to ensure this policy and all other school policies do not discriminate or disproportionately affect protected groups of people.

This policy has been written in compliance with:

- The Equality Act 2010;
- School and Standards Framework Act 1998;
- Education and Inspections Act 2006;
- School Information (England) Regulations 2008;
- Education Act 2011
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

This policy should be read in conjunction with:

1. Behaviour in Schools: Advice for Headteachers and School Staff
2. Restrictive Interventions, including the use of reasonable force in schools (April 2026 Guidance)
3. Keeping Children Safe in Education (KCSIE)
4. Special Educational Needs and Disability (SEND) Code of Practice

This policy is in addition to and should be considered alongside:

- Pudsey Waterloo Primary School's Anti-Bullying Policy;
- Pudsey Waterloo Primary School's Acceptable Use of IT Policy;
- Pudsey Waterloo Primary School's Equality Policy and Objectives;
- Pudsey Waterloo Restrictive Interventions Policy;
- Pudsey Waterloo Primary School's Safeguarding and Child Protection Policy.

This <u>Behaviour Policy</u> was adopted by Pudsey Waterloo Primary School on 23/09/2019

Chair of Governors – Mr J Woods		
Signature:		
Frequency of review:	2 years	
To be reviewed and approved by:	PWPS Full Board	
Date of next review:	October 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review
27/09/2021	Agreed review schedule	September 2023

Name:		Signature:	

on behalf of PWPS Full Board

Date of review	Reason for review	Date of next review
09/10/2023	Agreed review schedule	October 2025

Name:			

on behalf of PWPS Full Board

Date of review	Reason for review	Date of next review
April 2026	Revisions made - primarily to the our approach section.	**April 2028**

Name:		Signature:	

on behalf of PWPS Full Board