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# Welbourn Church Of England Primary School

## Relationships and Behaviour Policy

Date ratified by Governors	March 2025
Review date	January 2026
Signed by Chair of Governors	
Name of Chair of Governors	

## **Rationale**

Our vision for this school is that children leave with secure academic achievements and the personal attributes required to embrace future learning and opportunities. Excellent behaviour is fundamental to our ability to achieve this. We expect the school to encourage, support and expect excellent standards of behaviour from all our children, and for this to be modelled by our staff, parents, governors and visitors. Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced to enable them to access learning.

## **Aims & Objectives**

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting our school's Christian values, which underpin the whole of our curriculum.

These are:

### **Justice**

And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God. Micah 6:8 (NIV)

### **Peace and Forgiveness**

God blesses those who work for peace, for they will be called the children of God. Matthew 5:9 (NLT)

### **Love and Compassion**

But you, O Lord, are a God of compassion and mercy, slow to get angry and filled with unfailing love and faithfulness. Psalm 86:15 (NLT)

### **Service and stewardship**

There are different kinds of service to God, but it is the same Lord we are serving. 1 Corinthians 12:5 (TLB)

### **Equality**

There is no longer Jew or Gentile, slave or free, male and female. For you are all one in Christ Jesus. Galatians 3:28 (NLT)

### **Generosity and Thankfulness**

The generous will prosper; those who refresh others will themselves be refreshed.

Proverbs 11:25 (NLT)

### **Consistency & Leadership**

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others. To help us achieve our aims we will:

- provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and management committee members
- publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school

- ensure that there are consistent nurturing practices across the school; ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority
- ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- ✓ Education Act 1996
- ✓ School Standards and Framework Act 1998
- ✓ Education Act 2002
- ✓ Education and Inspections Act 2006
- ✓ School Information (England) Regulations 2008
- ✓ Equality Act 2010
- ✓ Education Act 2011

### **Staff Responsibilities**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Teacher Standards and school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with all pupils, exercise appropriate authority, and act decisively when necessary.
- To treat all children fairly and with respect
- To help all children to develop and exceed expectations
- To provide a challenging, interesting and relevant curriculum and a consistently high level of teaching
- To create a safe environment both physically and emotionally
- To always be a good role model
- To form and maintain positive relationships with parents and children

- To recognise and value the strengths of ALL children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy.

### **Parents' Responsibilities**

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.

### **Children's Responsibilities**

- To always do their best, have high expectations of self and others and aspire to be an ambassador for the school
- To have ownership of their own learning, aspiring to be an independent learner
- To treat others, their belongings and the environment with respect
- To show consideration and empathy for others regardless of background culture or faith
- To consider the effects of their actions on others

At all times we believe that positive reinforcement is the best way to achieve good behaviour, and we have several systems set up in school to accomplish this. Firstly, we have a clear set of routines around the school, so the children know what is expected of them at a given time. We don't have a list of 'school rules' but try to base our behaviour on the principles and values mentioned earlier. Through the school vision we take inspiration from St Chad and consider who we can make a positive difference in all that we do, making the changes to benefit ourselves, our school, our local community and the wider world. The children are always encouraged to follow the school's moto - **Believe, Excite, Succeed, Together' instils a love of learning and motivation for everyone to be their BEST and flourish.**

We value everyone as they are. Everyone matters in their uniqueness, and everyone is valued. Children are helped to always recognise examples of good behaviour, and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions.

## **Our Reward Schemes and Praise Culture**

There are times when we feel it is appropriate to acknowledge positive behaviour in a special way and a variety of systems are used within the school to promote and encourage positive behaviour choices. The following are used to further encourage pupils to behave in a positive manner:

### **Class Dojo – Whole school**

Class Dojo is an online resource/app that allows (Dojo) points to be given to children for positive behaviour choices. Parents can see, via the app, when Dojo points are awarded to their child. Upon each 'milestone', children receive a certificate and a special badge to recognise their achievement. These are as follows:

100 Club – Bronze

200 Club – Silver

300 Club – Gold

400 Club – Diamond

500 Club – Platinum

### **Spotlight**

Children may be sent to share work, either from home or school, with the Headteacher that they feel is worthy of a Spotlight shining on it. The children will then receive a Headteacher's Award sticker and given a raffle ticket to enter a prize draw. Their work is then photocopied and displayed in the hall for everyone to see.

### **Celebration Collective Worship**

At the end of each week, teachers choose one (or more) child from their class who has achieved something special in that week. These children are then commended in the weekly Celebration Collective Worship and presented with a certificate.

### **Star Eyes Emoji**

Any children making positive behaviour choices will be invited to move their peg up. If at the end of each session (morning and afternoon) the children are on the Star Eyes Emoji then they will receive a Star Eyes Dojo (worth 2 points) and parents with the app will be notified.

### **Other rewards**

- Verbal praise
- Stickers
- Special Mentions in Collective Worship

Although our school aims to always focus on positives, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour.

ACES and external factors are shared with relevant staff. All of our staff understand that presented behaviours are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice.

Our school's expectations about behaviour also apply to all offsite activities, educational visits and whilst children are being transported.

### **Behaviour Consequences**

When a pupil's behaviour falls short of our expectations

Where positive reinforcement and polite reminders are unsuccessful, the following 'ladder of escalation' will come into effect:

#### **Whole School - Emojis**

Everyone starts each morning and afternoon on the Smile.

1. 1st verbal warning
2. 2nd (and final) verbal warning (straight face)
3. Move to another place within the classroom/learning environment (move to sad face)
4. Lose part or whole of Breaktime if still on sad face when the session has ended.
5. Sent to Headteacher to complete work missed

From point 3 onwards parent/carer to be informed of behaviour choices by class teacher either in person or via phone call and logged on CPOMs.

If behaviour becomes a persistent disruption a meeting will be arranged between the parents, class teacher and Headteacher and a Report Card may be implemented.

## **'Behaviour Book' Policy**

At The Welbourn C of E Primary School, we have 7 behaviours that we consider to be unacceptable at any time and these will be reported to the Headteacher if any child exhibits these behaviours.

These behaviours are:

1. Bullying
2. Offensive language, including swearing
3. Violence
4. Dissent/rudeness towards a member of staff (including failure to follow reasonable instruction)
5. Discriminatory behaviour (e.g. racist, homophobic, transphobic language or behaviour)
6. Damage to school/personal property
7. Absconding from class/place of supervision/school grounds

A child's name will be placed into the Behaviour Book if a child is found to have exhibited any of the 7 behaviours listed above. A staff member will thoroughly investigate any allegation of the above behaviours and will make an informed decision based on the balance of probability.

Parents/carers will be informed where a child's name is placed in the Behaviour Book. If these behaviours occur frequently and is a cause for concern, staff will support children and families through the Early Help process, SENDCo drop-in sessions and the use of specialist external agencies where necessary.

**Where behaviour exhibited is extreme, or where behaviour persistently falls short of our expectations, a child may be subject to suspension and ultimately a permanent exclusion. If the Headteacher\* determines that any behaviour is extreme, a permanent exclusion can take place at any time.**

### **Suspension and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard DfES guidance. Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school.

The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.



### **Child-on-child Abuse**

Child-on-child abuse can be motivated by perceived differences, e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long-lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs, e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child-on-child abuse is harmful to both the perpetrator and the victim.

Any reports, allegations or evidence of child-on-child abuse is always investigated fully by a senior member of staff and/or a (Deputy) Designated Safeguarding Lead. Comprehensive records are kept on CPOMS. Parents/carers play a vital part in tackling child-on-child abuse and the school works in with parents as partners, with clear and timely communication at the heart of our efforts.

### **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Behaviour Outside of the School Grounds**

At Welbourn Primary school, pupils may be subject to the behaviour policy outside of the school grounds and outside of school hours whilst travelling to and from school. Any behaviour that falls short of our expectations outside of school may have the same consequences as if they were within the school grounds and/or school hours. Such incidents would be thoroughly investigated by a member of the School Leadership Team and decisions made based on the evidence available. Ultimately, the behaviour of pupils before they enter the school building from 8.45am, and after they leave the school building at 3.30pm is the responsibility of parents/carers, even if children are not accompanied by an adult when walking to/from school.

## **Team Teach**

There are members of staff who are trained in Team Teach. Team Teach is the holistic approach we use to support students who may exhibit more challenging behaviours. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort, physical intervention. The training that these staff receive is aimed at effectively managing behaviour through the promotion of de-escalation strategies and the reduction of risk and physical intervention. It also supports teaching, learning and caring, by increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Physical Team Teach techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

## **Pupils with Special Educational Needs and Disabilities (SEND)**

### **School Action**

The child's teacher may need to meet with parents to discuss inappropriate behaviour. Targets and a review date may be set. The teacher together with the involvement of senior staff will monitor the child's behaviour. If after a series of reviews there has been no improvement in the child's behaviour, they are referred to the SENCo. She will meet with the child's teacher and parents and gather evidence of behaviours displayed by the child. Targets will be set and Outside Agencies may be involved to provide advice and support.

### **External Action**

If there is little or no improvement, the Lincolnshire Ladder of Behavioural Intervention will be followed. This process will begin to explore any underlying reasons why the child is presenting with behaviour difficulties and may lead onto regular Pastoral Support Programme (PSP) meetings in liaison with the Education Out of Schools Team in order to put an action plan in place so that behaviour can be improved.

## **Monitoring and Review**

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Board of Governors to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Board of Governors reviews this policy every two years or earlier if it is felt appropriate