



Weeton St Michael's
CHURCH OF ENGLAND PRIMARY SCHOOL

STATUTORY POLICY

Behaviour and Relationships Policy

From small beginnings, great things grow

DATE ADOPTED

September 2026

REVIEW DUE

September 2027

APPROVED BY

Full Governing Body

VERSION

1.0

Luke Smith

HEADTEACHER

Jed Sullivan

CHAIR OF GOVERNORS





CONTENTS

Behaviour and Relationships Policy

1. Introduction and Ethos
2. Roles and Responsibilities
3. Cultivating a Positive and Relational School Culture
4. Graduated Support and Intervention Strategies
5. Safeguarding and Inclusion
6. Monitoring and Review of Policy



1. Introduction and Ethos

At Weeton St Michael's Primary School, we believe that a positive, relational school culture is the foundation for excellent behaviour. This policy sets out how we cultivate an environment of mutual respect, understanding, and growth in line with our Christian ethos and core values. Our approach is rooted in the conviction that children learn best in a caring, safe atmosphere where relationships are strong and every child is valued. We embrace our HEART values – Happiness, Empathy, Achievement, Respect, and Trust – which, together with our Christian principles, guide all interactions and decisions. Inspired by the parable of the mustard seed, we know that even the smallest acts of care and guidance can help each child grow from small beginnings into someone who achieves great things (weeton-st-michaels.lancs.sch.uk). In practice, this means all staff, pupils, and parents work in partnership to nurture each child's potential within a loving, respectful community.

Purpose and Scope: This policy applies to all members of the school community and in all school-related contexts (classrooms, corridors, playground, trips, online learning platforms, etc.). It outlines our expectations for behaviour, the supportive strategies we use to encourage positive conduct, and the steps we take when behaviour falls short. It should be read in conjunction with related policies such as our Safeguarding/Child Protection Policy, Anti-Bullying Policy, and SEND/Inclusion Policy, ensuring a consistent and holistic approach. By following this policy, we aim to create a school climate where children can “live and learn through faith, hope, and love”, underpinned by forgiveness and restoration, so that they feel safe to take on life's opportunities and challenges.

2. Roles and Responsibilities

All Staff (Teachers, Teaching Assistants, Office Staff, Volunteers): Staff will model our Christian and HEART values in their interactions and relationships with pupils and colleagues. They are expected to:

- **Build positive relationships:** greet children warmly each day (we operate a phased start where every child is welcomed by name with a smile), show genuine interest in their well-being, and “notice” good choices and efforts frequently.
- **Maintain high expectations for every child's behaviour and effort, believing each child can thrive.** This includes setting clear class rules/routines and consistently reinforcing them.

- **Create a safe, nurturing environment by being fair and respectful, listening to each child's voice without judgment, and considering individual needs and developmental stages when responding to behaviour.** Reasonable adjustments should be made for pupils with special educational needs or other vulnerabilities (see Section 5).
- **Use positive strategies and restorative practices (see Sections 3 and 4) to guide behaviour, rather than relying on punishment.** Wherever possible, staff engage pupils in a restorative process to reflect on mistakes and learn from them.
- **Work as a team:** Behaviour management is a shared responsibility. Staff support one another, seek advice when challenges arise, and follow agreed procedures (such as logging incidents on CPOMS). They also communicate with parents/carers regularly to celebrate successes and address concerns in a partnership approach.
- **Never tolerate bullying or discrimination:** Any form of bullying, racism, or harassment is dealt with immediately in line with our zero-tolerance stance, and relevant senior staff are informed. Safeguarding always remains paramount.

Pupils: We explicitly teach and frequently remind pupils of our expected behaviours. All children at Weeton are expected to:

- **Be Ready** – arrive on time, in correct uniform, and prepared to learn each day.
- **Be Respectful** – demonstrate kindness, care and empathy towards others at all times, following our Christian and HEART values. This means listening politely to everyone, using gentle voices and positive language, and treating others as they would like to be treated.
- **Be Safe** – move calmly and sensibly around school; keep hands and feet to themselves; take care of our school environment (classrooms, corridors, playground, and equipment).
- **Try Their Best** – work hard and persevere with tasks, allowing everyone to learn and the teacher to teach without disruption. We encourage a growth mindset where mistakes are seen as opportunities to grow.
- **Take Responsibility** – own up to mistakes and help put things right (with support from staff in restorative discussions).

When outside of school (e.g. on trips or wearing uniform in public), pupils should remember they are ambassadors of Weeton and uphold our standards and values.

Parents/Carers: We recognise that positive behaviour is a shared responsibility between school and home. We ask parents and carers to:

- **Support our school values and behaviour expectations**, reinforcing them at home. This includes discussing the school rules with their child and encouraging respect for the school's guidelines.
- **Ensure children attend school regularly and punctually**, in the correct uniform, ready to learn.

- **Stay informed and engaged:** attend parents' meetings and school events, read school communications (including behaviour reports or notes), and maintain open communication with teachers.
- **Work with the school when issues arise** – this means responding to communications about behaviour, attending meetings if requested, and collaborating on behaviour support plans or strategies.
- **Trust that staff will address behaviour issues fairly, patiently, and positively**, and model respectful attitudes toward school staff. Any concerns about behaviour management should be raised directly with the school in partnership, rather than in front of the child.

Headteacher Responsibilities: The Headteacher oversees the consistent implementation of this policy. They provide guidance and training to staff, monitor behaviour trends (through CPOMS logs and observations), and coordinate additional support for pupils who need it. The Headteacher (as our Designated Safeguarding Lead, DSL) ensures that any behaviour that may be linked to safeguarding concerns is addressed with the utmost priority (see Section 5). The Special Educational Needs Coordinator (SENCO) works closely with the team to support pupils with underlying needs contributing to behaviour. Together, the SLT also engages with external agencies when necessary (educational psychologists, inclusion services, etc.).

Governors: The Governing Board supports the ethos of a relational behaviour approach and holds the school leadership to account for effective policy implementation. A designated governor may have oversight of behaviour and safeguarding. In cases of exclusion (see Section 6), governors are involved in review panels as required by law, ensuring procedures are fair and values-driven. They also review this policy regularly to ensure it remains effective and reflective of our ethos.

3. Cultivating a Positive and Relational School Culture

Our approach to behaviour is first and foremost proactive and positive. We strive to create an environment where expected behaviour is clearly taught and modelled, and where positive conduct is noticed and reinforced. We understand that relationships are key: when children feel respected, safe, and loved by their teachers and peers, they are more likely to behave well and engage in learning. Below are the key strategies we use daily to promote excellent behaviour and a caring school community.

3.1 Recognition, Rewards and Encouragement

Weeton has a culture of praise and encouragement. We actively seek opportunities to “catch children being good” and reinforce that with positive feedback. We align our praise to our HEART values and learning habits, so children understand exactly what behaviours are

desired. For example, a teacher might say, "I noticed you helped your friend who was upset – that showed wonderful Empathy" linking back to our values.

Key recognition and reward systems include:

- **Verbal Praise and Positive Feedback:** The simplest and most frequent reward. Staff give specific praise to children, either publicly or privately, highlighting not just academic accomplishments but also positive behaviour, effort, and demonstration of values.
- **HEART Points and Values Awards:** To embed our core values, children can earn "HEART points" for acts of Happiness (positive attitude), Empathy (kindness), Achievement (personal progress), Respect, or Trustworthiness. When a child accumulates a certain number of HEART points (for example, 50 or 75), they receive special recognition – such as a certificate or a postcard sent home celebrating their contribution to our school ethos. These milestones are announced in assembly to reinforce how much we value character and behaviour, not just academic success.
- **Star of the Week and Awards Assemblies:** Each week, teachers select one or more pupils to receive an award in our Celebration Assembly. These awards might be for outstanding effort, significant improvement, exemplary behaviour or a special achievement. The teacher explains why the child earned the award, linking it to our values if possible. The child's name is listed in the newsletter/website, so the whole community shares in the celebration. We also have end-of-term awards and other accolades that acknowledge consistent positive behaviour and attitude.
- **Privileges and Responsibilities:** As another form of reward, well-behaved and responsible pupils earn class or school privileges. This could include being a monitor or a buddy, helping the teacher with special tasks, or getting to choose a class game, book or lead the lunchtime prayer. Older pupils can join the Pupil Leadership Team, which both rewards their reliability and provides positive role models for younger children.

Our reward systems are designed to be inclusive and fair – every child has the opportunity to be recognised for their personal best. We emphasise effort and improvement as much as high achievement. Celebrating positive behaviour not only reinforces it for the child in question, but sets a visible example to other pupils of what is valued in our community. It also helps build self-esteem and a sense of belonging, aligning with our value of Happiness in school life.

3.2 Responding to Inappropriate Behaviour: Restorative and Staged Approach

Despite a positive environment, children will sometimes make mistakes or test boundaries – this is a natural part of growing and learning. At Weeton, we view misbehaviour as a teaching opportunity: a chance to guide the child toward better choices rather than simply punish. Our response to inappropriate behaviour is calm, consistent, and restorative. We have a clear,

stepped process for addressing issues, ensuring pupils understand consequences while being given the support to improve. Crucially, we always seek to maintain the child's dignity and repair relationships that may have been strained.

Relational Mindset: All staff are trained to consider why a behaviour is occurring and respond with empathy. We remind ourselves: "If a child is acting out, they may be struggling with something." Rather than immediately thinking of punishment, we ask "What does this child need? How can we help them handle this difficulty?" This mindset shift – from seeing a child "behaving badly" to seeing a child communicating distress or unmet needs – encourages supportive interventions. Boundaries are still enforced, but with understanding that our role is to teach and guide. Consequences are given in a context of care, not anger or humiliation. No member of staff will yell at or belittle a child; instead, we remain firm but caring, addressing the behaviour not the child's character.

De-escalation and Early Intervention: At the first signs of agitation or low-level misbehaviour (e.g. fidgeting, calling out, minor disruption), staff use subtle de-escalation techniques. This might include a gentle non-verbal cue (eye contact, a hand on the desk, a quiet proximity to the pupil) or a quick reminder of the rule in a positive way (e.g. "Remember, hands up if you want to speak"). Often, this tactful intervention is enough to redirect the child. We also might offer the pupil a chance to regulate if needed.

Staged Consequences Process: For instances where misbehaviour continues, staff follow a stepped process to ensure fairness and clarity. (Staff use professional judgment – serious misbehaviour like violence or swearing may skip early steps and be escalated immediately; see Section 6 for serious incidents.) For typical low-level disruptions that are not dangerous, the following stages apply:

3.3 Reminder – The teacher gives a verbal reminder of the expected behaviour (this may be repeated up to three times for a single incident if needed). This reminder is delivered calmly and kindly, for example: "We speak respectfully to each other in class. Please remember to use kind words." The tone is a gentle nudge, not a scold. At this stage, the pupil is given an opportunity to correct their behaviour without further consequence. If appropriate, the teacher may also direct the child to take a short regulation break – e.g. moving to the designated calming area in the classroom or getting a drink of water – to help them reset. The goal is to nip the misbehaviour early while maintaining a positive rapport.

3.4 Warning – If the behaviour continues after the initial reminder, the staff member issues a clearer, more firm warning. The teacher makes sure the pupil understands that their current behaviour is unacceptable and states the consequence if it persists. For example: "I've asked you to keep your hands to yourself. If you continue pushing people, you will need to have a restorative conversation with an adult" The warning is explicit but given in a matter-of-fact,

controlled manner. This communicates to the child that they still have a choice to avoid a negative consequence by improving their behaviour. We ensure the pupil knows what is expected ("keep hands to yourself") and what will happen if not.

3.5 Short Restorative Conversation (Step One) – If the pupil does not respond to the warning and misbehaviour still occurs, the next step usually involves a brief restorative conversation between the child and the staff member. This might happen at the next convenient moment (for example, a few minutes at the end of the lesson or during a quiet task) so as not to disrupt learning for others. The teacher will calmly discuss what happened, why it was inappropriate, and what better choices the child can make going forward. This chat follows restorative principles – the tone is one of problem-solving, not scolding. The staff member may ask questions like: "Can you help me understand what's going on? What were you feeling when you did that? Who has been affected by your choices? How can we make this right?" By doing so, we help the child reflect on their actions and understand the impact on others. The incident and outcome are briefly logged on CPOMS (our secure incident reporting system) at this stage, so we have a record and can notice patterns if they develop. After this conversation, the child is reminded of expected behaviour for the next lesson/day and given a fresh start to demonstrate improvement.

3.6 Consequences and Parent Contact (Step Two) – If the behaviour escalates or persists even after a restorative conversation and re-focus, a higher level consequence is implemented. Typically, this might involve the child spending a portion of their next break or lunch time to complete unfinished work or discuss their behaviour with a staff member (ensuring supervision). The teacher or Senior Staff will inform the pupil that this is now the outcome of their continued choices. We believe in transparency with parents – early communication can prevent bigger problems. The tone with parents is collaborative: we explain what happened and that we want to work together to help the child improve. The CPOMS log is updated with details of the consequence and parental contact. After any consequence time is served, the supervising staff ensures a restorative conversation is had with the child (if not already done) to repair the relationship and reiterate expectations. The child is then welcomed back to normal activities, knowing they have a fresh start and support to do better. We never "hold a grudge" – once an incident is dealt with, all staff commit to treating the child as positively as ever, focusing on the future not the past.

Throughout these steps, restorative practices are key. Our staff often use a simple restorative script to guide conversations when resolving conflicts or addressing misbehaviour. For instance, when a child has hurt someone or broken a rule, a teacher may quietly ask:

- What happened?
- How did that make you feel?
- How do you think that made the other person feel?

- What could you do differently next time?
- What do you think needs to happen now to make things right?

By answering these questions, often in their own words or drawings, children are encouraged to take responsibility and find solutions. This also gives the injured party a chance to voice their feelings (with support). Such restorative dialogues emphasise our values of Trust and Respect, as we trust children to reflect honestly and respect their ability to make amends. Often, the outcome might be an apology, an act of kindness to the harmed person, or simply a commitment to better behaviour. The goal is that the child leaves the conversation feeling heard, forgiven (as is central in our Christian ethos), and motivated to improve, rather than angry or ashamed.

Fresh Start Policy: We strongly believe in forgiveness and the chance to do better – reflecting our Christian value of forgiveness and the notion of grace. Each lesson and each day is a fresh start for a child. Once an incident is dealt with, staff do not continually remind the child of their past mistakes. Instead, we focus on positive reinforcement as soon as we see things going right. Pupils are reassured that we care about them and believe in their ability to grow. As our motto reminds us, from the small beginnings of a mistake can grow great improvements with the right guidance.

Persistent or Escalating Behaviours: If a pupil is frequently reaching the higher stages of the consequence process (for example, regularly needing time-outs or causing repeated disruptions despite the above interventions), this signals that additional support or adjustments may be needed. The class teacher will involve the Headteacher at this point. Together, they will observe the pupil in class to identify possible triggers, patterns, or unmet needs contributing to the behaviour.

4. Graduated Support and Intervention Strategies

While the majority of pupils at Weeton will respond well to the consistent, positive approach outlined above, we recognise that some children will need more specialised or intensive support to manage their behaviour. We adopt a graduated response for those learners who present ongoing challenges or have specific social, emotional, or mental health needs. A graduated approach means providing support in increasing levels of intensity, based on the child's needs, and always aiming to intervene early before problems escalate. This approach aligns with the "Assess – Plan – Do – Review" model used for SEND support: we assess the child's needs, plan appropriate interventions, do (implement) the support, and regularly review progress to adjust as needed.

Monitoring and Record-Keeping: For any child identified as needing additional behaviour support, staff maintain careful records of incidents and strategies. We use CPOMS to log not only the incidents but also outcomes and actions taken. We may also use tools like ABC charts

(Antecedent-Behaviour-Consequence logs) to spot patterns, and each child on the graduated support pathway may have a Pupil Passport or profile document that summarises their needs, triggers, and successful strategies. These records ensure all staff working with the child are aware of consistent approaches, and they help in multi-agency meetings if outside help is involved.

5. Safeguarding and Inclusion

Weeton Primary is a safeguarding-first school: we understand that behaviour and safeguarding are often interlinked. Changes or extremes in a child's behaviour can be a red flag for underlying issues – including abuse, neglect, bullying, mental health problems, or other unmet needs. In line with Keeping Children Safe in Education guidelines, all staff are trained to be vigilant for signs that a behaviour incident might actually be a symptom of something more serious. This section outlines the roles of key staff in safeguarding, and the actions we take to ensure no concern goes unseen. It also describes how we strive to include every child, assessing whether trauma or unmet needs are at the root of behavioural issues and addressing those holistically.

Designated Safeguarding Lead (DSL): The Headteacher serves as the DSL, and we have deputy DSLs on staff as well. The DSL's role is to take lead responsibility for child protection and safeguarding in school. If any member of staff suspects that a child's behaviour (or disclosure during a restorative chat) indicates they may be experiencing harm (for example, sudden aggression could hint at abuse, or withdrawal could hint at neglect or mental health crisis), that staff member must inform the DSL immediately. This is non-negotiable and of utmost priority. For instance, if a child's aggressive outburst included references to being hurt at home, or if repeated absconding from class might indicate they're avoiding something distressing, these are treated as potential safeguarding concerns. The staff will make a CPOMS entry tagged as Safeguarding and directly speak to the DSL that day. The DSL will then assess the information and decide on next steps in line with our Child Protection Policy.

Child-on-Child Abuse

At Weeton St Michael's, we recognise that abuse is not limited to adults harming children; children can also be harmed by their peers. We have a zero-tolerance approach to child-on-child abuse in all its forms, including bullying, physical abuse, sexual harassment, sexual violence, upskirting, initiation/hazing-type violence, coercive behaviour, and online abuse.

All staff are trained to recognise the signs of child-on-child abuse and understand that it can happen in any school, to any child, regardless of age or background. We do not dismiss harmful behaviour between children as "banter" or "just growing up" — such incidents are taken seriously, investigated promptly, and addressed in line with our Safeguarding and Child Protection Policy.

When concerns arise, staff will record and report them immediately to the Designated Safeguarding Lead (DSL). Victims will always be supported, and appropriate interventions will be put in place for those who have caused harm, recognising that they too may be vulnerable and in need of support. Our response will always prioritise the safety and well-being of the child who has experienced harm, while working restoratively to educate and protect all involved.

We work with parents, carers, and external agencies where appropriate to ensure concerns are managed sensitively and effectively. Through our curriculum, assemblies, and pastoral work, we teach children about respectful relationships, consent, personal boundaries, and how to speak up if they ever feel unsafe.

6. Monitoring and Review of Policy

- **All staff use CPOMS to record significant behaviour incidents, positive achievements (optionally), and safeguarding concerns.** The Senior Leadership Team (SLT) and Behaviour Lead review these records weekly to identify patterns (e.g., particular times, locations, or students that might need additional support). They also ensure that actions promised (follow-up conversations, parent contacts, etc.) have been carried out.
- **The Headteacher provides termly reports to Governors summarising behaviour across the school, including number of any suspensions, common issues, and successes.** The Governors use this to evaluate how well the relational policy is working and challenge or support the Headteacher in making improvements.
- **Pupil voice is also important:** through school council or informal surveys, we ask children how they feel about behaviour and safety in school. Do they feel adults are fair? Do they feel safe from bullying? This feedback helps adjust our practice and ensure our relational ethos is felt by the students.
- **We commit to ongoing training for staff in behaviour management, restorative practices, and trauma-informed approaches.** New staff receive an induction on the behaviour policy, and all staff get refreshers (at least annually) to stay consistent. We also highlight and share good practice among staff – for example, a teacher who successfully turned around a challenging class might share their techniques in a staff meeting. Our Vicar and church community may also support with ethos training, reinforcing the Christian values that ground our approach.
- **This policy will be reviewed annually (or sooner if required by changes in law or school circumstances).** The Headteacher will gather input from staff, governors, parents, and pupils when reviewing the policy to ensure it remains relevant and effective. Any updates will continue to align with current Department for Education guidance and the Church of

England's principles for inclusion and discipline. The next scheduled full review is September 2027, though minor amendments may be made before then with governor approval if needed.

By monitoring implementation and being willing to learn and adapt, we ensure that our Relational Culture and Behaviour Policy truly reflects what happens day-to-day. Our aspiration is that anyone visiting Weeton St Michael's would tangibly see our motto and values in action: from the small seeds of daily kindness, respect, and support, a great harvest of positive behaviour and character is growing. In partnership with our families and guided by faith, hope, and love, we will continue to nurture a school environment where every child flourishes and every mistake is an opportunity to deepen learning and relationships.