



Watchfield Primary School Relationships and Behaviour Policy 2025

Our Aims:

At Watchfield Primary School, we strive to create an environment where every child can spread their wings and soar. We want our pupils to fly high with confidence, flourish as learners, and shine as young people in today's world, reaching their full potential.

Our **Core Values** form the foundation of everything we do:

- **C – Curiosity**
- **R – Respect**
- **E – Excellence**
- **A – Ambition**
- **T – Tolerance**
- **E – Empathy**

At the heart of CREATE are six guiding values. Curiosity drives us to explore, learn, and innovate. Respect ensures we honour the perspectives and dignity of everyone we encounter. Excellence motivates us to deliver the highest quality in all we do. Ambition inspires us to set meaningful goals and strive for continual growth. Tolerance encourages openness to diverse ideas and differences, fostering inclusivity. Empathy connects us to others, allowing us to act with compassion, understanding, and care. Together, these values define who we are and guide everything we create.

Behaviour is everyone's responsibility, and we are jointly accountable for the promotion of positive relationships and behaviour throughout the school.

Key Aims of Our Relationships and Behaviour Policy

- To ensure that all learners are treated with fairness and respect and encouraged to build strong, positive relationships.
- To nurture a culture of exceptional behaviour where learning, community, and life can flourish.
- To focus on positive behaviour, refusing to give attention to poor conduct, and promoting accountability.
- To help learners take ownership of their behaviour and understand the impact of their choices.



- To build a supportive and values-driven community, inspiring the next generation to thrive.
- To strengthen connections within our community through our environment and values.
- To ensure that all aspects of school life reflect our core values, creating an environment where every child can soar.

Watchfield Values:

C – Curiosity

The drive to explore, learn, and ask questions, fostering innovation and continuous growth.

R – Respect

Valuing others' perspectives, treating people with dignity, and honouring differences.

E – Excellence

Striving for the highest quality in every action, commitment, and outcome.

A – Ambition

A strong desire to achieve meaningful goals, continually pushing oneself toward improvement.

T – Tolerance

Being open-minded and accepting of diversity, differences, and new ideas without judgment.

E – Empathy

Understanding and sharing the feelings of others, showing compassion and care in every interaction.

Staff

Staff are responsible for:

- Implementing the relationships and behaviour policy consistently
- Modelling positive relationships and behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS
- Using the behaviour outline guide to help with implementing this policy
- Using the language that has been agreed throughout the school.

Parents

Parents are expected to:

- Support their child in adhering to the Home/School Agreement



- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/school promptly.

Watchfield Primary School Expectations

Consistency is crucial for our children. It is the consistency that supports the feeling of being safe and knowing what to expect.

Our Watchfield Expectations:

- We are Ready
- We are Safe
- We Achieve

Our Expectations at Watchfield Primary School		
We are Ready	We are Safe	We Achieve
We are ready to learn – Magnet Eyes, sitting still & not talking	We move around school in a safe manner (Hands behind back & walking)	We take part in lessons and we want to learn
We arrive to school on time	We have kind hands and feet	We always try our best and don't give up
We have the correct uniform and PE kit	We follow instructions to keep ourselves and others safe	We work well with and support one another
We listen when others are talking	We use equipment safely	We have good manners and show respect
We have excellent transitions	We use kind words	We challenge ourselves and know mistakes are a way of learning
We look after our learning environments by tidying up	Share worries with an adult	We recognise and manage our emotions

Response to Good behaviour

We will always reward positive behaviour before highlighting any negative behaviour. Pupils will be rewarded with:

- Verbal Praise
- Stickers
- Dojo Points
- Headteacher's Award
- Positive messages shared with parents verbally or via Dojo
- Feather awards for work
- Sharing your work with other adults/children
- CCA Passport
- Secret sitter for assemblies



- Recognition Boards
- Dojo points for demonstrating the Value of the term.
- In celebration Assembly the winning Dojo from each year group will be announced.
- Attendance Cup – winning class announced

Responses to inappropriate behaviour

Stepped Approach – Use child’s name (If known) , child level, eye contact, deliver message	
Step 1 - Reminder of the Rule	A reminder of the three Watchfield Expectations (Ready, Safe and Achieve) delivered privately where possible
Step 2 - Check understanding of the Rule	A clear verbal caution delivered privately (if possible) making sure that the pupil clearly understands their behaviour and clearly outline their behaviour/action.
Step 3 - Reminder using prompts and consequence – logged on CPOMS	Verbal caution delivered privately (if possible) at least 5 minutes removed from break or lunch, or scheduled the following day This should be reflection time- what has gone wrong and how can it be put right. This will be shared with parents/carers – verbally or Dojo
Step 4 - Timely reflection – therefore partner class and consequence	This is a time of reflection and should be using the restorative questions. Consequence also applied – at least 15 minutes taken from playtime or lunchtime. This will be shared with parents/carers – Verbally or Dojo
Step 5 - Restorative time (Follow-up, repair and restore)	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • How did this make people feel? • Who else has been affected? • What should we do to put things right? • How can we do things differently in the future to ensure we Ready, Safe and Achieve?
Step 6 - Parental conversation with CT/DHT meeting with Parent	This is a meeting to discuss the actions that have led to this point to try and reflect on the behaviour and stop this from escalating
Step 7 - Meeting with Head of School	This is a meeting with the Head of School to talk about suspension. This could be in school suspension or external suspension. This will be decided by the Head of School before the meeting with a clear rationale for their decision.



We will always say to the children first of all “Is that how we... at Watchfield Primary School? Thank you for listening.”

We believe that all sanctions must be, where possible, on the day and that we start the next day fresh, with a clean slate.

As adults, we will ensure that we are consistent in our approach. We will notice when children are doing the right thing, and we will challenge when they are not. We will also praise positive behaviour and will always seek the positive before addressing the negative.

As a school, we recognise the importance of routines, and we will strive to be consistent in applying these across the school. We will expect excellent movement from one room to another; our children will walk calmly with their hands behind their backs.

We expect excellent presentation: children should take pride in their books, demonstrated through neat handwriting, underlined learning objectives and dates, and keeping books tidy without doodling. One digit per box in Mathematics. We will seek to challenge number and letter reversals and consistently challenge this foundational skill.

We also expect excellent transitions, whether moving from one activity to another or returning from break or lunch back into the classroom.

Inclusion

It is important to note, as mentioned in the previous ‘responses’ section, that we recognise that some children require a differentiated approach. We support these children through behaviour plans, co-regulation plans and when necessary, have risk assessments in place for them. These documents are constantly reviewed and shared with parents on an Assess, Plan, Do, Review cycle.

- Tiny Tickable Targets – usually for younger children, which may consist of simple sticker charts or tick sheets, which the pupils can have completed by repeatedly demonstrating a specific desired behaviour.
- Report card for monitoring behaviour over a short, fixed period, with sharply focused success criteria and clear rewards/sanctions as appropriate to the child and the situation. This is useful for bringing stakeholders together and giving the child responsibility for their behaviour, as the teacher judges each session during the day, in relation to their targets.
- ABC framework to be logged on CPOMS to monitor the antecedents, behaviours and consequences for that pupil over a longer period of time. This is particularly useful for (a) reporting to parents, and (b) applying for statutory assessments where this may become necessary.
- Individual Behaviour Support Plan, drawn up by the teacher and SLT, detailing the common causes of misbehaviour, the common behaviours, and most successful strategies for dealing with this particular child. This information is then shared with any adults likely to work with the child, to ensure consistency of how they are treated by adults in the school. This works well after a period using the ABC framework to gather information.
- Reduced or adapted timetable – when a pupil is not coping with particular parts of the school day and there are regular triggers, opportunities will be sought to reduce these through giving an individual timetable.



- Co-regulation plan – which is a 5 point scale to help children identify when they are getting to crisis point. It also helps them to know what they need to do leading up to point 5 and allows for a consistent approach by adults to support the child verbally or non-verbally at each stage.

De-escalation

Wherever possible attempts should be made to de-escalate situations well before the need for positive handling, including taking all reasonable steps to reduce the risks to the safety of all involved. Training should be provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):

- Distraction
- Humour
- ‘Change of face’ – introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring
- Recommendation of self-soothing strategies

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. When a pupil is still in uniform and misbehaves in a way that brings the school’s name into disrepute.

Bullying

At Watchfield Primary School we aim to:

- provide a safe and secure environment within which bullying has no place.
- Ensure that any incidents that do take place are dealt with promptly and effectively.

Please see our anti-bullying policy which outlines our procedures in detail.

Positive Handling

Where circumstances are such that positive handling is required, the following should be considered:

- Only staff who have been formally trained by Team Teach can use positive handling approaches
- Staff cannot be compelled to engage in positive handling.
- Initial training will need to be updated periodically to ensure confidence and consistency of practice.



- Be clear (with yourself and verbally with the child) about the reasons for using positive handling, as this will need to be recorded/reported subsequently.
- Ensure positive handling is carried out for as short a time as possible, and does not involve moving a child to another location unless absolutely necessary
- Ideally positive handling will take place in a safe, comfortable, withdrawn location which will preserve privacy and support pupils in calming down later on.
- Pupils requiring positive handling will most likely be in a heightened state of arousal, and as such all investigations of what has happened and discussions of further consequences should be withheld until after they have calmed down.
- Positive handling will only be used as a last resort to keep staff and pupils safe.
- Using positive handling is an extremely sensitive, demanding and potentially dangerous experience for staff and pupils, and support from school leadership should be routinely available to all involved in following up situations where such force has been used to debrief staff effectively.
- The need for positive handling is normally very rare, and school leaders should be proactive in identifying where emergency procedures are becoming normalised and where pupils' behaviour/care plans and risk assessments need to be revised in order to reduce the need for positive handling.

Furthermore, the following are the key requirements of this policy:

- Positive handling must not be used as a sanction, but as a means of making a situation safe. A child must not be held for any longer than is necessary to make the situation safe.
- When a child is being held or moved, steps must be taken as quickly as possible to ensure more than one adult is present, in order to support the colleague who is using positive handling approaches, as well as to monitor the safety of all those involved.
- Where a pupil involved has SEND, schools must ensure reasonable adjustments are made to the use of positive handling, and consideration given to the effects on the child of these approaches.
- All positive handling incidents must be recorded (on CPOMs and bound and numbered book), setting out (a) the antecedents for the behaviour, (b) the behaviour which was being exhibited by the pupil which required positive handling, (c) the positive handling approaches used, including how firmly and for how long (d) the effect on staff and pupils involved, (e) how the matter was resolved.
- All positive handling incidents must be reported to parents/carers, including all the information recorded within the school's system, in a timely and transparent manner.

Data on the use of reasonable force will be collected during the year, and used to support schools in reducing the need for physical intervention wherever possible.

Links to other policies:

In order to ensure that we support holistic practice which works towards a common aim and consistent value system, we have made links to the following policies:

Trust behaviour policy

Safeguarding policy

SEND policy



Anti-Bullying policy

Dissemination of this policy

- All staff members and governors will have access to a copy of this policy.
- A copy of this policy will be available on the school's website.
- Electronic copies will be available on the school's IT systems.
- Copies will be available to view in the school office upon request by parents and teachers.

Date of Review of this Policy

The policy will be reviewed annually using a consultative process which identifies staff, pupil and governor feedback.

This policy & procedures will be reviewed in line with the school's policy review programme.

The governing body may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved to impact standards



Appendix 1

A Restorative Approach

As a school, we believe in a restorative approach to behaviour. Our systems work in school in order to:

- Resolve conflict through the use of everyday restorative interactions and discussions including classroom meetings, reflection time, peer mediation.
- Repair harm through the use of facilitated restorative encounters.
- Support change by ensuring that all parties involved: learn from the incident, have their needs identified and supported, and are enabled to repair and restore relationships.
- Support individual children to understand the consequences of behaviour and enable them to repair relationships through the use of individual restorative explorations.

Restorative Conversations

At Watchfield Primary School, we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour, comes from a restorative conversation which follows:

Five key features of Restorative Conversations:

- Respect: listening to other's opinions and valuing them.
- Responsibility: taking responsibility for your own actions.
- Repair: discussing how to repair harm
- Reconciliation: learning to forgive
- Re-integration: showing all our values by working through a process that solves the problem.

Restorative conversations:

- allow a culture of respect and discipline in the school community to be built;
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour;
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community

We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place.

Staff will structure these conversations based around these main questions:

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future to ensure we are Ready, Safe & Achieve?



Appendix 2:

Our Watchfield Expectations			
We are Ready	We are Safe	We Achieve	
Adult Consistencies			
We Notice	We Challenge	We Praise	
Routines			
Excellent movement	Excellent presentation	Excellent Transitions	
Methods of Recognition			
Dojo points	Feather	Sharing your work with others	Celebration Assembly
Stepped Consequences		Restorative Questions	Quality Work
<ol style="list-style-type: none"> 1. Reminder of the Rule 2. Check understanding of the Rule 3. Reminder using prompts – logged on CPOMS 4. Timely Reflection & therefore partner class 5. Restorative time (Follow up, repair & Restore) 6. Parental conversation – CT discussion with Parent 		<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • How did this make people feel? • Who else has been affected? • What should we do to put things right? • How can we do things differently in the future to ensure we are Ready, Safe & Achieve? 	<ul style="list-style-type: none"> • Participation • Layout- Date, Ruler etc • Effort/presentation
Adult Prompts			
<p>Is that how we... at Watchfield? Thank you for listening</p> <ul style="list-style-type: none"> • This is not like you to... • What do you think you could do to avoid this happening again? • What do you think the poor choices were that caught my attention? • I am not leaving; I care about what happens. You are going to be brilliant. • I do not like your behaviour because it is dangerous and disruptive. I know that you are fantastic and can stop this and succeed • Do you remember yesterday when...(Something positive) that is who I want to see today. 			

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Appendix 3: Examples and consequences of behaviour

Who needs to be involved? All staff are responsible for pupil behaviour All staff are responsible for logging behaviour on CPOMS – we will use the levels as a graduated response to deal with behaviour.				
Any member of staff	Class Teacher/member of staff on duty	Phase	Deputy Headteacher/SENCO	Head of School
Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Low level disruption • Moving around school • Not following instructions • Off task • Doodling 	<ul style="list-style-type: none"> • Repeated actions of level 1 behaviours • Name calling • Repeated Disruptive behaviour • Lack of work completed • Out of seat • Distracting others • Telling a lie or covering the truth 	<ul style="list-style-type: none"> • Repeated refusal to follow instructions • Persistent arguing • Repeated actions of level 2 behaviour • Defiance • Possible physical incident between children. • Deliberate aggression 	<ul style="list-style-type: none"> • Swearing or inappropriate language • Repeated Deliberate aggression • Deliberate Destroying school property • Repeated actions of level 3 • Confirmed bullying 	<ul style="list-style-type: none"> • Racism • Assault on staff or children resulting in serious medical injury. • Weapons • Threatening behaviour • Extreme property damage • Repeated actions of Level 4
Above are the graduated stages of behaviour				
We need to be clear that behaviour is graduated – however specific incidents although not exclusive above will be progressed quicker through the steps if needed and appropriate.				
Example:	Examples:	Examples:	Examples:	Examples:
Moving around school in an unsafe manner or being in a place they should not be; reminder of the rule using script. Follow next steps if needed.	Out of seat, distracting others; Reminder of the rule using the script, if persistent, check understanding of rule, third time, logged on CPOMS- sanction	Repeated incidents of not following instructions repeatedly; time out with phase lead in line with Behaviour steps and script. CPOMS log and parents informed.	Swearing/inappropriate language; Logged on CPOMS – parents made aware – consequence in place. Persistent serious defiance (After	All of above – if any negative repeated or more severe behaviour; child will be at risk of external suspension or permanent exclusion. If the Head of school does not feel the child is safe to



<p>Shouting out, Talking to peers at the wrong time, interrupting an adult, distracting others, making silly noises, not listening; Reminder of the rule using the script, if persistent, check understanding of rule. Move to L2 behaviour</p> <p>Doodling, or poor participation, not completing work to their best standard; Reminder of the rule using the script, if persistent, check understanding of rule. Move to L2 behaviour</p>	<p>applied. Follow graduated response if needed.</p> <p>Repeated disruptive behaviour; already followed part two, now persistent, logged on CPOMS - sanction applied. Follow graduated response if needed.</p>		<p>Classteacher and Phase involvement with parents); Meeting with DHT, logged on CPOMS and meeting parents. Possible internal exclusion</p> <p>Deliberate destruction of toilets/vandalism; logged on CPOMS, meeting with parents- possible internal exclusion.</p>	<p>return to school. Involvement from external agencies.</p>
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