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Wrawby St Mary's CE Primary School

Positive Relationships (Behaviour) Policy



'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.' Romans 5:5

Created: October 2024

Reviewed: October 2025 and March 2026 (to be reviewed annually)

Our School Vision

At Wrawby St. Mary's CE Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders. Our school is a beacon of hope and sign of the kingdom.

Introduction

Wrawby St Mary's aspires to ensure that all members of our school community feel safe, secure and valued. We believe that it is important to teach all members of the community to work, play and behave alongside each other, leading to a culture based on mutual respect and trust. All members of the community need to be aware of the issues of right and wrong, justice, fairness and tolerance. This is to be achieved through restorative practices and conversations, which focus on the needs of the child.

1. Aims of the Policy

Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy. The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults we should aim to:

- Act within the Christian centrality of forgiveness and the possibility of redemption;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the whole school community;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage positive relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

2. Whole School Approach

- To involve all of the school community in making and celebrating the rules.
- To ensure that everyone knows and practises the core values.
- To regularly use a variety of strategies, such as assemblies and role models, to promote high standards of behaviour.
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners.
- To ensure that all staff are conscious of the example they set at all times.

- To focus on the child’s behaviour and not the child him/herself.
- To seek guidance from outside agencies when extra support is needed.
- To take ownership of behaviour issues.
- To celebrate positive behaviours through recognition within the classroom.

We believe it is important that the school provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

	Steps	Actions
1	Reminder	A reminder of the expectation, with the phrase: Stop and Think, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered in private, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: Stop and Think, once more.
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. (see appendix 1)
4	Time Out	Time out is a short time away from the situation. It gives the child a few minutes to calm down, breathe and look at the situation from a different perspective.
5	Repair	This is the opportunity to discuss the incident or behaviour. It allows all parties the opportunity to discuss what went wrong, and how things can be different next time. (see appendix 2)

The Wrawby Representatives, working under the remit of Children as Leaders, have suggested that pupils in Year 4 and older, would move straight to the Caution stage as they should not need 3 reminders before correcting their behaviour choices. These stages will be cleared at the end of dinner time to give pupils a fresh start.

Any behaviour choices that are aggressive and/or violent, or include bullying behaviour, swearing or racist terminology will be asked to leave their class with a member of SLT and a phone call home will happen, usually on the same day, to discuss the incident with parents and reduce the risk of any further incidents occurring. These types of incidents are not acceptable in our school.

4. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

Common rewards will include, but are not limited to:

- ✓ Verbal praise
- ✓ Merits for good work

- ✓ Green tickets - particularly for children whose behaviour is 'above and beyond'
- ✓ Values certificates - peer nominated rewards from children seeing our school values lived out by others
- ✓ Celebration assemblies

5. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features: -

- It should be the behaviour rather than the person which is focused on.
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

A restorative approach will be used at all stages, including the use of restorative approach questions (see appendix 3 for further information on restorative practice). It encourages pupils to take responsibility and reflect on their behaviours. There will be a focus on rights and our school, Christian values. When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice, away from others - praise in public, correct in private.

The following sanctions are permitted for use in the Academy:

- ✓ Non-verbal reminders
- ✓ Informal verbal warning that is not recorded
- ✓ Formal verbal warning that is recorded.
- ✓ Time out within the classroom for 5 minutes
- ✓ Time out outside of the classroom environment and sent to a partner class
- ✓ Separate supervision during break or lunchtime
- ✓ Communication to parents

Pupils who have repeated incidents logged will be discussed with parents. After 3 time-outs either in class or out with a partner class, a phone call home will be made by a member of SLT to discuss ways forward with the parents. After 5 time-outs, a Personalised Behaviour Plan will be completed in conjunction with the parents, a member of SLT and the child. Plans will be reviewed every six weeks by the class teacher.

In extreme circumstances Isolation or Fixed/Permanent exclusions will be considered in line with the Exclusions Policy.

6. SEND

Pupils with SEND may need a different approach to those without additional needs. Whilst we continue to have high expectations of all pupils it is important that as a school, we respond appropriately to pupils who may require additional or different support from their peers. Teachers and support staff will take guidance from the SENDCo, parents, documentation from outside agencies and the children themselves.

7. Reasonable Force

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our Trust, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Please refer to our Use of Restrictive interventions Policy [Wrawby St Mary's Church of England Primary School - Policies](#)

Appendix 1 - 30 Second Script

Go to where the child is sitting and quietly say:

“I noticed you are” (having trouble getting started/struggling to get going/wandering around the classroom etc.) Describe the inappropriate behaviour.

“It was the rule about “ (lining up/staying on task/sitting in your seat etc. that you broke.) Identify the rule that has been broken.

“You have chosen to” (move to the back/catch up with your work at lunchtime/speak to me after class.) Give the child a consequence.

“Do you remember last week when” (you showed how well you could listen/helped me tidy up/got that note sent home?) Refer back to previous good behaviour/s seen.

“That’s the type of behaviour I need to see today.” Reinforce the good behaviour.

“Thank you for listening.” Then walk away and give the child some take-up time.

Appendix 2 - Restorative Conversation

The Restorative Five

Five questions is enough.

For young children, five questions might be too many, so choose two that you feel are particularly pertinent to the child. For example, it may be working on empathy so that they understand that pushing in the line in front of other children is unfair.

Choose five from the following selection:

What happened?

Listen carefully and dispassionately to the child's account without agreeing or disagreeing. It is equally important to give your account of what happened without judgement. Don't accuse. Go slowly - you have already decided on the outcome.

What were you thinking at the time?

This reflection helps the child to reconsider their actions and replay their thought processes. They may have acted irrationally at the time, but it may not seem obvious to them until later.

What have you thought since?

Many doors are opened through this question that might allow the child to achieve a change of attitude. Some will lead the conversation off on a tangent - you will need to help them stay on course.

How did this make people feel?

The child might be unaware of how others would have felt or reacted to their behaviour. In a moment of crisis this won't have felt significant to them, but in the aftermath it is important to shine a light on it. Children need to understand how their behaviour affects others.

Who has been affected?

One of the first responses might be me! I got sent out; I missed my break etc - help the child to see the bigger picture. Ask questions: what about Sally who doesn't like loud noises, what about Mrs S who was trying to teach the rest of the group etc.

At the end of this section, you might want to ask the child to list the people affected - that's quite a list isn't it?

Appendix 3 - What is Restorative Practice?

Restorative Practice is a way of working with conflict that puts the emphasis on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. The 5 pillars of this approach are:

- Relationship
- Respect
- Responsibility
- Repair
- Reintegration

This model encourages people to take responsibility for their actions and repair any harm that they have caused. Its use has been found to reduce behaviour problems, improve achievement levels, and develop emotional literacy. The focus is not on punishment, but rather that people also need to learn about the responsibility that they have had in a situation, how it affected other people, and how they can put it right.

These approaches provide staff with a range of language, behaviours and tools that strengthen their relationships with children, young people and families, empowering them to share responsibility by using a solution-focused approach, which supports positive change.

Everyone working with children and young people has a duty to keep them safe from harm. We want to ensure that everyone member of our school feels safe, valued and that their voices are heard.