LITTLE WALTHAM

C.E.V.A. Primary School

Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.

1 Corinthians 12:14 "For the body is not one member, but many."

RELATIONSHIPS AND BEHAVIOUR POLICY

2026/27

BE SAFE	BE RESPECTFUL	BE READY

Draft for Governing Body approval - Autumn 2026

Review: Autumn 2027, or earlier if statutory guidance changes

Document control

Policy title	Relationships and Behaviour Policy
School	Little Waltham C.E.V.A. Primary School
Academic year	2026/27
Policy owner	Headteacher
Approval	Governing Body - Autumn 2026 [date to be inserted]
Review date	Autumn 2027, or earlier following significant statutory or local guidance changes
Applies to	All pupils, staff, governors, volunteers and visitors working with pupils; parents/carers are expected to support the policy
Related policies	Child Protection and Safeguarding; SEND; Anti-Bullying; Online Safety/Acceptable Use; Attendance; Staff Code of Conduct; Complaints; Health and Safety

Policy commitment

Little Waltham combines high expectations with strong relationships. We seek to understand behaviour without excusing behaviour that harms others or prevents learning. The expectation remains high; the support needed to meet it may differ.

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1. Purpose and aims

Good behaviour is taught, modelled and reinforced. This policy sets out how Little Waltham C.E.V.A. Primary School creates a calm, safe, inclusive and purposeful environment in which pupils can learn, develop positive relationships and flourish.

The policy aims to:

- establish high, clear and memorable expectations for behaviour across the whole school day;
- teach pupils the routines, habits and social behaviours that help everyone to learn and feel safe;
- ensure adults respond to behaviour calmly, consistently, fairly and predictably;
- promote self-discipline, responsibility, empathy and the ability to repair relationships after mistakes;
- protect the right of every pupil to learn and every member of the school community to feel safe and respected;
- identify and provide additional support for pupils who find it harder to meet expectations, including making reasonable adjustments where required;
- prevent and respond effectively to bullying, discrimination, harassment, child-on-child abuse and unsafe behaviour;
- work in partnership with parents/carers; and
- use behaviour information intelligently to improve practice and evaluate the impact of support.

Our central principle

High expectations and positive relationships are not competing approaches. At Little Waltham, clear boundaries, compassion, consistency and belonging work together.

2. Our Christian foundation

Our school vision - "Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment" - shapes the way we understand relationships, responsibility and behaviour. The image in 1 Corinthians 12:14, "For the body is not one member, but many", reminds us that every person is valued and that the wellbeing of each individual is connected to the wellbeing of the whole community.

Our four Christian values are:

FORGIVENESS	COMPASSION	COURAGE	PERSEVERANCE
We repair, learn and offer a fresh start.	We notice others and respond with kindness.	We do what is right, speak up and own our choices.	We keep trying when learning or relationships are difficult.

Forgiveness does not mean that harmful behaviour is ignored or that consequences disappear. It means that pupils are helped to take responsibility, make amends where possible, learn from what happened and return to the community without shame being used as a behaviour strategy.

3. Our whole-school expectations and values

All pupils are taught three universal expectations. They apply in lessons, around the school, at break and lunchtime, on visits, during clubs, when travelling to and from school where the school has a reasonable interest, and in relevant online conduct.

BE SAFE	BE RESPECTFUL	BE READY
We protect ourselves and others; follow safety instructions; move and use equipment safely; and tell an adult when something is wrong.	We use kind and appropriate language; listen; respect personal space, difference and property; and respond appropriately to adults.	We arrive prepared to learn; follow routines; give attention; begin promptly; persevere; and move between activities efficiently.

These expectations are deliberately few. Staff use the same language so that pupils experience predictable boundaries regardless of the adult, lesson or part of the school day. The detailed behaviour curriculum in Appendix A explains how these expectations look in different contexts.

4. Our relational approach

Little Waltham uses a relational and trauma-perceptive approach to behaviour. Relationships help pupils feel safe, connected and able to learn; they also provide the secure context in which adults can set boundaries, challenge behaviour and teach better choices.

We recognise that behaviour can communicate a need, emotion, difficulty, stress response, unmet skill or misunderstanding. Adults remain curious about what may be influencing behaviour while maintaining clear expectations and supporting pupils to take developmentally appropriate responsibility for their actions.

Understanding is not excusing

Understanding why behaviour happened helps us choose an effective response. It does not mean accepting behaviour that is unsafe, unkind, discriminatory or disruptive, nor does it remove the rights of others.

Our relational practice is guided by the following principles:

- connection supports correction: adults preserve dignity and relationship while responding promptly to behaviour;
- behaviour is learned: pupils may need modelling, practice, feedback and re-teaching;
- boundaries communicate safety: expectations are clear and adults follow through calmly;
- consequences are proportionate, purposeful and, wherever possible, logically connected to the behaviour;
- repair matters: where harm has occurred, pupils are supported to put things right when it is safe and appropriate;
- fresh starts matter: a completed consequence is not held over a pupil;
- flexible consistency: the principles and expectations are consistent, while reasonable adjustments and personalised support may differ; and
- adult regulation matters: adults manage their own responses, avoid escalating conflict and model respectful communication.

Adult conduct and language

All adults are expected to model the behaviour culture they want pupils to develop. In particular, staff will:

- greet pupils positively and build purposeful relationships;
- teach, model and revisit routines rather than assuming pupils know them;
- notice and name positive behaviour specifically;
- use the agreed language of Be Safe, Be Respectful and Be Ready;
- correct calmly, briefly and privately where practical, avoiding public confrontation;
- give clear directions and reasonable take-up time;
- avoid sarcasm, humiliation, shouting as a routine behaviour strategy, threats that cannot be followed through, and collective punishment;
- follow agreed consequences and seek leadership support when needed;
- understand agreed reasonable adjustments and individual plans; and
- repair the relationship after difficult incidents so that pupils can re-enter learning successfully.

5. The behaviour curriculum

Behaviour is taught as a curriculum. The school does not rely on pupils simply knowing what "good behaviour" means. Core routines are explicitly explained, modelled, practised, recognised and re-taught.

How we teach behaviour

Explain > Model > Practise > Recognise > Correct > Practise again

The core routines include:

- arrival and the start of the school day;
- entering and leaving classrooms;

- listening when another person is speaking and gaining adult attention;
- transitioning between tasks and lessons;
- moving around the school and lining up;
- collective worship and assemblies;
- using equipment and shared spaces;
- collaborative learning;
- breaktime and lunchtime conduct;
- responding to an adult correction;
- end-of-day routines; and
- conduct on visits, clubs and other school activities.

Routines are taught particularly carefully at the beginning of the year, revisited after holidays and re-taught whenever observation or behaviour information shows that expectations are becoming less secure. Age, development and SEND are considered when routines are taught or adapted.

6. Positive recognition

Positive recognition is central to maintaining the culture. Adults deliberately notice pupils meeting expectations, demonstrating the school values, showing strong learning behaviours and contributing positively to the community.

ClassDojo is the school-wide system for positive recognition throughout the school day. Teaching staff, support staff and midday staff use common categories linked to the school values. Parents/carers can access their child's ClassDojo account, helping school and home to celebrate positive choices together.

ClassDojo points complement, rather than replace, specific verbal recognition. Adults should name what has been successful so that pupils understand the behaviour or learning habit being reinforced. ClassDojo is used positively; points are not deducted as a sanction.

Class Story is used to showcase high-quality work, effort, achievement, school experiences and positive contributions to class life. It strengthens home-school partnership by giving families a window into learning and success across the school day.

Other recognition may include:

- specific verbal praise and acknowledgement;
- sharing success with another member of staff or a senior leader;
- positive messages, conversations or telephone calls with parents/carers;
- certificates, values recognition or celebration opportunities; and
- responsibility and leadership opportunities appropriate to the pupil's age.

Recognition is not used to create competition between pupils or to imply that pupils who need additional support are less valued. Staff use professional judgement so that recognition remains sincere, specific and equitable.

7. Responding when expectations are not met: Remind - Reset - Repair

When behaviour falls below expectations, adults respond promptly and predictably. The purpose is to restore learning or safety, help the pupil understand the expectation and reduce the likelihood of recurrence.

1. REMIND	2. RESET	3. REPAIR
Calm, brief correction linked to Be Safe, Be Respectful or Be Ready. Give the pupil a clear direction and reasonable take-up time.	If behaviour continues, apply a proportionate response that protects learning/safety and helps the pupil regain success. This may include a logical consequence or change of workspace.	When calm, reflect on impact, put things right where appropriate, re-teach the expected behaviour and return with a genuine fresh start.

1. Remind

For ordinary low-level behaviour, the first response will usually be a low-key reminder. This may begin with a non-verbal cue, proximity or brief redirection. Where words are needed, adults link the direction to the school expectation.

Example language

"Jordan, Be Ready: we are listening now. Thank you." | "Aisha, Be Safe: walking inside, please. Thank you."

Adults avoid lengthy public conversations about behaviour during teaching. Where a pupil wants to debate a correction, the adult may acknowledge that they will listen at an appropriate time while maintaining the direction.

2. Reset

If behaviour continues, if a reminder is not sufficient, or if the behaviour has a greater impact, the adult uses a reset. A reset is not a fixed punishment level: it is a proportionate response chosen to restore safety, learning or respectful conduct.

A reset may include:

- moving seat or workspace;
- briefly working separately within the classroom;
- rehearsing a routine again;
- completing missed or disrupted learning at an appropriate time;
- temporarily restricting access to an activity, area or equipment directly connected to unsafe or inappropriate use;
- using an appropriate proportion of social time for reflection, repair or completion of learning;
- a partner-class reset/removal with work continuing; or
- senior leader support where behaviour is significant, persistent or has not responded to classroom strategies.

There is no requirement for pupils to progress through a set number of warnings before action is taken. Staff use professional judgement within the agreed framework. Serious behaviour may require an immediate senior or safeguarding response.

3. Repair

After the immediate issue has been addressed and the pupil is sufficiently regulated, an adult supports reflection and repair. Depending on age, need and context, the conversation may use the following questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected and how?
- What needs to happen to put things right?

- What will help you be successful next time?

Repair may involve an apology, an act that puts something right, redoing part of a task, repairing or tidying an environment, restoring a relationship, or practising the expected behaviour. An apology should be meaningful rather than forced. The pupil is then welcomed back with a fresh start.

7.1 Proportionality and decision-making

When deciding a consequence, staff consider the behaviour, its impact, the pupil's age and understanding, any relevant context, previous pattern, SEND or disability, reasonable adjustments, safeguarding information and the need to protect the rights of others. Consequences should be fair and proportionate, but fairness does not always mean that every pupil receives an identical response.

8. Logical consequences and use of social time

Little Waltham uses consequences to uphold expectations, protect others and support learning. Wherever possible, a consequence has a clear and understandable connection to what happened.

What happened	Purpose	Possible response
Learning was deliberately avoided or disrupted	Restore learning	Complete the missed learning at an appropriate time, with support where needed.
A pupil repeatedly distracts others	Protect learning	Change seat/workspace; brief supervised reset; re-entry when ready.
Equipment or an area is used unsafely	Restore safety	Temporary restriction/supervision, followed by re-teaching and safe practice.
Property is damaged or an area left in a poor state	Repair impact	Help repair, replace, tidy or restore where appropriate and safe.
Another person has been upset or harmed	Repair relationship / address harm	Restorative work where appropriate; additional sanction or safeguarding action if required.
Unsafe play	Protect safety and teach safe participation	Temporary restriction from the specific activity/area, supervised alternative and re-teaching before return.

Where an appropriate part of break or lunchtime is used for completion, reflection or repair, pupils will always have reasonable time to eat, drink and use the toilet. Whole-class or collective sanctions are not used for the behaviour of individual pupils.

9. Partner-class reset and removal from class

A short move to a partner classroom may be used when a pupil is unable to resume successful learning following classroom strategies. Work should accompany the pupil and education should continue in a supervised setting. The aim is to reduce disruption, allow the pupil to regain focus and support successful reintegration.

Where a pupil is removed from the classroom for serious disciplinary reasons, the school will follow the principles in DfE behaviour guidance. Removal is a serious response and will be used when necessary after appropriate classroom strategies have been attempted, unless the behaviour is sufficiently serious to require immediate removal.

- The pupil will be supervised and provided with meaningful learning.
- The reason for removal will be clear and recorded where the threshold for formal removal is met.
- Parents/carers will be informed on the same day following formal disciplinary removal.
- The length of removal will be proportionate and no longer than necessary to achieve its purpose.
- A reintegration conversation will take place before or at return, focusing on expectations, repair and support.
- Repeated removal will trigger review of patterns and consideration of additional support or reasonable adjustments.

A planned regulation or sensory break that forms part of a pupil's provision is not a disciplinary removal and should not be treated as one.

10. Serious behaviour and safeguarding

Some behaviour is sufficiently serious that staff should not work through ordinary reminders first. The immediate priorities are to make the situation safe, protect pupils and staff, secure appropriate senior or safeguarding involvement, establish what happened and decide a proportionate response.

Serious behaviour route
MAKE SAFE > SENIOR / DSL RESPONSE AS APPROPRIATE > ESTABLISH FACTS > PARENT CONTACT > RECORD > CONSEQUENCE > SUPPORT / REPAIR > REINTEGRATE

Examples may include, but are not limited to:

- significant physical aggression or violence;
- serious threats, intimidation or abusive behaviour towards pupils or adults;
- bullying, including online bullying;
- racist, discriminatory, prejudiced or identity-based abuse;
- sexual violence, sexual harassment, harmful sexual behaviour or inappropriate sexualised contact;
- deliberate significant damage or theft;
- possession or use of a prohibited item;
- leaving the school site or supervised activity without permission where this creates risk;
- behaviour creating a serious risk to the safety of self or others; or
- persistent high-level disruption that significantly prevents others from learning.

The list is illustrative rather than exhaustive. The response will take account of severity, impact, intent where it can be established, age and understanding, pattern, context, safeguarding information, SEND/disability and the rights and safety of others.

Where behaviour may indicate that a pupil is suffering or at risk of harm, or where child-on-child abuse may have occurred, staff must follow the Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL) or deputy. Behaviour procedures and safeguarding procedures may operate at the same time.

11. Restorative practice and successful reintegration

Restorative practice is used to help pupils understand impact, take responsibility and rebuild trust. It does not replace investigation, safeguarding action or a proportionate disciplinary response.

A restorative process will only be used when it is safe, appropriate and in the interests of those affected. A pupil who has been harmed will never be required to meet with, forgive or accept an apology from another pupil. Their wishes, wellbeing and safeguarding needs take priority.

Following significant incidents, removal or suspension, reintegration is planned so that the pupil understands the expectations for return and the support available. The aim is successful participation in the school community, not prolonged isolation.

12. Repeated behaviour and targeted support

Repeated behaviour is treated as both a behaviour issue and a signal that ordinary whole-school provision may not yet be sufficient for that pupil. Appropriate consequences may continue, but repetition should trigger increased understanding and support rather than simply increasingly severe sanctions.

Repeated behaviour route
REVIEW > UNDERSTAND PATTERNS > PLAN > SUPPORT > MONITOR IMPACT > ADAPT

Depending on need, this may include:

- pupil voice and a structured conversation about barriers to success;
- early discussion with parents/carers;
- review of behaviour, attendance, learning, relationships, sensory factors and times/places where incidents occur;
- SENCo, pastoral or safeguarding consultation;
- One Planning or another individual support plan;
- an Adult Response Plan or agreed de-escalation/co-regulation strategies;
- explicit teaching of missing social, emotional, regulation or learning skills;
- reasonable adjustments or environmental adaptations;
- targeted pastoral or external-agency support where appropriate;
- risk assessment where behaviour presents a foreseeable risk; and
- a time-limited review cycle with clear measures of whether the support is working.

Part-time timetables will not be used as a behaviour sanction or as a routine means of managing behaviour. Any exceptional part-time timetable must comply with current statutory attendance guidance and be in the pupil's best interests.

13. SEND, disability and reasonable adjustments

Little Waltham has high expectations for all pupils. We also recognise that SEND, disability, mental health needs, communication difficulties, sensory needs, trauma or significant life events can affect how a pupil understands, regulates or demonstrates behaviour.

Our inclusion principle
The expectation remains high; the support needed to meet it may differ.

The school will make reasonable adjustments for disabled pupils where required by the Equality Act 2010 and will have regard to the SEND Code of Practice. Adjustments are planned to reduce disadvantage and increase the pupil's ability to meet expectations; they are not an assumption that unsafe or harmful behaviour must be accepted.

Examples of adjustments or additional support may include:

- adapted instructions, visual prompts or additional processing time;
- pre-teaching and rehearsal of routines or transitions;
- planned regulation, sensory or movement opportunities;
- a trusted adult or agreed check-in;
- changes to seating, environment or task presentation;
- individual scripts, social stories or explicit social-emotional teaching;
- modified methods of reflection appropriate to communication and developmental needs; and
- individual risk-management or response plans where necessary.

When a pupil with SEND displays behaviour of concern, staff consider whether the pupil understood the expectation, whether an agreed adjustment was in place and used, whether additional assessment is required, and whether the response remains proportionate. The school will not use SEND as a reason to lower aspirations for behaviour, nor will it apply a superficially identical response where this would create unlawful disadvantage.

14. Bullying, discrimination and child-on-child harm

14.1 Bullying

Bullying is behaviour by an individual or group that is repeated over time and is intended to hurt another person physically or emotionally. It often involves an imbalance of power. Bullying can be physical, verbal, relational/social or online, and may be prejudice-based or discriminatory.

Not every disagreement, one-off unkind act or friendship difficulty is bullying; however, all are addressed appropriately. Repeated behaviour, power imbalance, fear, impact and context are considered carefully.

When bullying is reported or suspected, the school will:

- take the report seriously and establish immediate safety;
- listen to the pupils involved and investigate proportionately;
- record and monitor the concern;
- inform parents/carers as appropriate;
- provide support to the pupil who has been harmed;
- apply proportionate consequences and targeted teaching/support to the pupil responsible;
- consider safeguarding referral or external-agency involvement where necessary; and
- follow up to check that the behaviour has stopped and that relationships/safety have improved.

Where an incident has required significant parent communication, the school will normally make a follow-up contact within approximately two school weeks, where appropriate, to review recurrence, progress and any further support needed.

14.2 Discrimination and prejudiced behaviour

Racist, homophobic, biphobic, transphobic, sexist, faith-based, disability-related or other prejudiced and discriminatory language or behaviour is not tolerated. Staff challenge such behaviour promptly, record it in line with school procedures, support those affected, inform leaders/DSL as appropriate and work with pupils to address both the incident and the underlying attitudes or knowledge.

14.3 Child-on-child sexual violence, sexual harassment and harmful sexual behaviour

Sexual violence and sexual harassment are never accepted or normalised as "banter" or an expected part of growing up. Any report or concern is handled in accordance with Keeping Children Safe in Education 2026 and the school's Child Protection and Safeguarding Policy. The DSL or deputy leads or advises on the safeguarding response. Behaviour sanctions may be applied alongside safeguarding or external-agency processes where appropriate.

Pupils who report harm will be listened to, reassured and supported. The school will avoid responses that place responsibility on the pupil who has been harmed to resolve the situation.

15. Behaviour outside school and online

The school may respond to behaviour outside the premises to the extent that it is reasonable and lawful, including behaviour:

- during school-organised or school-related activities;
- when travelling to or from school;
- when wearing school uniform or otherwise identifiable as a Little Waltham pupil;
- that has repercussions for the orderly running of the school;
- that poses a threat to another pupil or member of the school community; or
- that could adversely affect the school community or reputation.

Online behaviour is treated with the same seriousness as face-to-face behaviour when it affects safety, relationships or school life. Where online behaviour raises safeguarding concerns, the safeguarding policy takes precedence and the DSL is involved.

16. Mobile phones and smart technology

Little Waltham is a smartphone-free school for pupils. Smartphones are not permitted in school for any pupil.

A Year 6 pupil who needs a phone for independent travel to or from school, including walking home, may bring a basic non-smart mobile phone where this has been agreed with their parent/carer. The phone must be switched off and stored in accordance with the school's designated procedure on arrival. It must not be accessed or used during the school day unless specifically authorised by a member of staff in an exceptional situation.

Smartwatches and other personal devices with communication, internet, messaging, notification, camera or audio/video recording functionality are not permitted for pupil use during the school day unless an individual reasonable adjustment or exceptional arrangement has been agreed by the Headteacher.

Where a device is brought or used contrary to this policy, staff may confiscate it in accordance with the school's lawful powers and procedures. The device may be retained until the end of the school day or returned to a parent/carer, depending on the circumstances. Misuse that raises a safeguarding concern will be dealt with under safeguarding procedures.

The school will consider reasonable adjustments for medical needs, disability or other exceptional circumstances. Any agreed exception will be specific, documented and designed to preserve the school's mobile phone-free environment as far as possible.

17. Searching, screening and confiscation

The school follows the current DfE guidance on Searching, Screening and Confiscation. Searches will only be undertaken lawfully and by staff with the appropriate authority. Staff will consider the pupil's age, SEND, medical needs, safeguarding context and dignity.

Prohibited items include those set out in law, such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- articles that have been, or are likely to be, used to commit an offence, cause injury or damage property.

The school may also identify items banned under school rules and respond in accordance with the statutory guidance. Confiscation will be proportionate, and the return, retention or disposal of items will follow legal requirements and school procedures. Where a search or confiscated item raises a safeguarding or criminal concern, the DSL and/or police will be involved as appropriate.

18. Restrictive interventions, including reasonable force

Little Waltham follows the DfE guidance Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026, together with applicable local authority procedures and staff training.

Reasonable force or another restrictive intervention is not used as a punishment. Staff use prevention, clear routines, relationship-based practice and de-escalation wherever possible. There are circumstances in which reasonable force may be necessary to prevent harm, damage, an offence or serious disorder, and staff will use no more force than is reasonable and necessary in the circumstances.

When considering or using restrictive intervention, staff will take particular account of any known SEND, disability, medical need, mental health need, trauma history, communication need or other vulnerability.

Each significant incident involving the use of force, and each incident of seclusion or restraint, will be recorded as soon as practicable in accordance with statutory requirements and school procedures. Required reports to parents/carers will be made as soon as practicable and the school will endeavour to do this on the

same day, subject to the safeguarding exceptions in statutory guidance. Post-incident support and debrief will be offered to the pupil and staff as appropriate, and plans will be reviewed to reduce the likelihood of recurrence.

Any use of restrictive intervention that raises a safeguarding concern will be referred to the DSL and managed under the relevant safeguarding and allegations procedures.

19. Suspension and permanent exclusion

Suspension and permanent exclusion are formal disciplinary measures. They are not used simply to provide staff with time to plan or to manage a pupil's needs. Only the Headteacher - or an acting headteacher formally appointed to carry out the Headteacher's functions - can suspend or permanently exclude a pupil on disciplinary grounds.

19.1 Suspension

A suspension may be used as a proportionate response to a serious incident or to persistent poor behaviour that has not improved following appropriate in-school strategies, sanctions and support. The school will follow the current statutory guidance, including required notifications, educational provision and governing body procedures.

Following suspension, the school will normally plan reintegration with the pupil and parent/carer, considering what needs to be repaired, what support or reasonable adjustments are required and how a successful return will be secured.

19.2 Permanent exclusion

Permanent exclusion is a last resort and will only be considered in accordance with the statutory threshold: in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Before deciding to exclude, the Headteacher will consider the evidence, the pupil's views where appropriate, relevant contributing factors, SEND/disability and reasonable adjustments, safeguarding information and whether the decision is lawful, reasonable, fair and proportionate. Where a pupil has an EHC plan or identified SEND, the school will follow the additional considerations in statutory guidance and liaise with the local authority as required.

The school will maintain dignity and compassion throughout any exclusion process and will support transition and information-sharing where a pupil moves to another setting.

20. Roles and responsibilities

20.1 Pupils

Pupils are expected, in ways appropriate to their age and development, to:

- follow Be Safe, Be Respectful and Be Ready;
- learn and practise school routines;
- allow others to learn and feel safe;
- listen and respond to reasonable instructions from adults;
- tell a trusted adult if they feel unsafe, worried or harmed;
- take responsibility when they make mistakes;
- participate in repair and re-teaching where appropriate; and
- help others feel that they belong.

20.2 All staff

All staff, including teachers, support staff, midday staff and leaders, are responsible for implementing this policy consistently. Staff will teach routines, model the school values, recognise positive behaviour, correct behaviour calmly, apply agreed responses, make reasonable adjustments, record significant incidents and seek support where necessary.

20.3 Headteacher and senior leaders

- lead and model the school's behaviour culture;
- ensure the policy is understood, implemented and reviewed;
- provide induction, training, coaching and support for staff;
- maintain strategic oversight of serious incidents, removals, suspensions, restrictive interventions and behaviour data;
- ensure safeguarding, SEND and behaviour systems work coherently;
- support staff, pupils and families following serious or repeated incidents;
- ensure appropriate risk assessments and support plans are in place; and
- exercise the Headteacher's statutory powers in relation to suspension and permanent exclusion.

20.4 SENCo / inclusion and pastoral leaders

- advise on SEND, disability, regulation and reasonable adjustments;
- support assessment and planning where behaviour may indicate unmet or additional need;
- coordinate One Planning and external-agency involvement where appropriate; and
- help evaluate the impact of targeted interventions and individual plans.

20.5 Parents and carers

Parents/carers are important partners in behaviour and relationships. We ask families to:

- support Be Safe, Be Respectful and Be Ready and reinforce the school's values;
- share information that may affect their child's wellbeing, regulation or behaviour;
- engage constructively with school communication and support plans;
- use ClassDojo and other communication channels respectfully;
- avoid discussing individual pupils or incidents publicly or on social media; and
- raise concerns directly with the school so they can be addressed promptly.

20.6 Governing Body

- sets and reviews the school's statement of behaviour principles and holds leaders to account for effective implementation;
- ensures the policy and associated procedures meet statutory requirements;
- monitors behaviour, inclusion, suspension/exclusion and restrictive intervention information at an appropriate strategic level;
- checks that patterns and disproportionality are identified and acted upon; and
- undertakes its statutory functions in relation to suspensions and permanent exclusions.

21. Recording, communication and monitoring

21.1 Recording

Behaviour information is recorded on CPOMS in line with school procedures. The school distinguishes between ordinary low-level behaviour that is corrected successfully in the moment and behaviour that requires a formal record because of seriousness, repetition, safeguarding relevance, parent communication or use of a significant sanction.

As a minimum, the following will normally be recorded:

- serious physical aggression or threats;
- bullying, discriminatory/prejudiced incidents and harmful sexual behaviour;
- significant damage, theft or prohibited items;
- formal classroom removal and significant repeated behaviour;
- incidents requiring senior leader or DSL involvement;
- significant parent/carer communication about behaviour;
- restrictive intervention in accordance with statutory procedures; and
- suspension or permanent exclusion.

21.2 Communication with families

The school aims to communicate early and proportionately. Staff will share significant concerns as well as positive progress. Parent communication should be factual, respectful and focused on impact, response and next steps rather than labels about a child's character.

21.3 Monitoring and evaluation

Leaders review behaviour information regularly to evaluate culture, consistency and the impact of support. Analysis may include:

- type, severity and frequency of incidents;
- repeat incidents and individual patterns;
- time and location hotspots, including unstructured times;
- formal removals, suspensions and permanent exclusions;
- bullying, discriminatory incidents and child-on-child harm;
- restrictive intervention and searching/confiscation;
- patterns for pupils with SEND, disadvantaged pupils, pupils known to social care and other relevant groups;
- possible disproportionality in consequences or removals;
- impact of targeted support plans and interventions; and
- pupil, staff and parent/carer perceptions of safety, belonging and behaviour.

The purpose of monitoring is improvement, not simply counting incidents. Leaders use findings to strengthen routines, staff training, supervision, provision, support and policy implementation. The Governing Body receives appropriate strategic information and challenge.

22. Complaints and policy review

Concerns about the implementation of this policy should normally be raised with the class teacher or relevant senior leader in the first instance. Formal complaints will be considered under the school's Complaints Policy. Matters relating to suspension and permanent exclusion follow the specific statutory review procedures.

This policy will be reviewed at least annually and sooner where legislation, statutory guidance, local procedures, school evidence or safeguarding learning indicates that change is required. Staff and pupil experience, parent/carer feedback and behaviour data will inform review.

23. Legal and statutory framework

This policy has been developed with regard to current legislation and national guidance, including:

- Education and Inspections Act 2006 (including sections 88-93)
- Equality Act 2010
- Children and Families Act 2014
- DfE: Behaviour in Schools - advice for headteachers and school staff (February 2024)
- DfE: Keeping Children Safe in Education 2026
- DfE: Mobile phones in schools - statutory guidance (June 2026; schools should follow from September 2026)
- DfE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- DfE: Restrictive interventions, including the use of reasonable force, in schools (effective April 2026)
- DfE: Searching, screening and confiscation in schools
- DfE: Working together to improve school attendance (2026)
- DfE/DHSC: SEND Code of Practice: 0 to 25 years
- DfE: Preventing and tackling bullying
- Ofsted: State-funded school inspection toolkit for use from September 2026

The school will also follow relevant Essex County Council procedures and current local safeguarding, inclusion, health and safety, and incident-reporting arrangements where applicable.

Appendix A. Little Waltham behaviour curriculum

The examples below make our expectations concrete. They are taught and adapted according to age and developmental need.

Context	Be Safe	Be Respectful	Be Ready
Arrival / start of day	Enter calmly; belongings stored safely.	Greet others; use kind language.	Arrive on time; organise equipment; begin the morning task.
Classroom learning	Use equipment safely; keep hands, feet and objects safe.	Listen when others speak; use appropriate voice and language; respect others' learning.	Track instructions; start promptly; have equipment; persevere and ask for help appropriately.
Transitions	Walk; follow adult safety directions.	Allow others space; use quiet, considerate movement.	Respond to transition cues promptly; take what is needed.
Corridors / shared spaces	Walk and keep routes clear.	Use calm voices; care for displays and property; hold doors appropriately.	Move directly to the next place and follow the agreed route/routine.
Collective worship	Sit/stand safely and appropriately.	Listen, reflect and respect the beliefs and contributions of others.	Enter calmly; have attention ready; participate as appropriate.
Break / play	Play safely; use equipment as taught; seek adult help when needed.	Include others; use kind words; respect boundaries and property.	Respond to signals; tidy; line up or return promptly.
Lunchtime	Use dining/play equipment safely; follow hygiene and safety routines.	Use polite language; respect food, staff and other pupils; leave areas tidy.	Follow serving/table routines; respond promptly to end-of-lunch signals.
Group work	Use resources and space safely.	Take turns; disagree respectfully; include everyone.	Know the task/role; contribute; stay focused.
End of day	Collect belongings safely; leave via agreed arrangements.	Say goodbye appropriately; respect others' belongings.	Pack efficiently; listen for messages; be ready for collection/travel.
Visits / clubs	Follow venue and travel safety rules.	Represent the school positively; respect the public, hosts and environment.	Listen to staff; bring required items; follow group routines.
Online / digital	Protect personal information; report concerning content/messages.	Communicate kindly; do not share images/content without permission.	Use technology only as directed for learning and follow acceptable-use rules.
Responding to correction	Stop unsafe behaviour immediately.	Listen without arguing publicly; speak respectfully.	Follow the direction, then discuss concerns at the appropriate time if needed.

Appendix B. Adult response quick guide

1. REMIND

Use the least intrusive effective response. Non-verbal cue, proximity or a brief instruction linked to the expectation. Keep it calm and give take-up time.

2. RESET

If behaviour continues or impact increases, restore learning/safety. Change seat/workspace, practise the routine, complete missed learning, restrict the connected activity/equipment, use part of social time, or use a supervised partner-class/senior reset.

3. REPAIR

When the pupil is calm enough to think: What happened? Who was affected? What needs to be put right? What will help next time? Re-teach, repair and welcome the pupil back.

SERIOUS BEHAVIOUR

Do not wait for repeated reminders. Make safe; call senior staff / DSL as appropriate; establish facts; record; contact parents; apply proportionate consequence; support those harmed; plan repair and reintegration.

REPEATED BEHAVIOUR

Do not simply escalate sanctions. Review patterns, speak with pupil/family, consider SEND/pastoral/safeguarding factors, plan targeted support, monitor impact and adapt.

Useful scripts

Recognition	"Thank you for being Ready - you started straight away and that helps everyone learn."
Reminder	"Kai, Be Respectful: one voice. Thank you."
Direction	"You need to move to this seat now so learning can continue. We can talk about it at break."
De-escalation	"I can see something has happened. I am here to help. We will talk when you are ready."
Fresh start	"That has been dealt with. You are back with us now - let's make the next part successful."

Appendix C. Examples of logical and proportionate responses

This appendix supports professional judgement; it is not a tariff or a ladder. The same behaviour may require a different response depending on seriousness, frequency, impact, age, context, SEND/disability, safeguarding information and prior support.

Behaviour / situation	Likely immediate response	Follow-up / learning
Calling out / off-task chatter	Brief reminder linked to Be Respectful / Be Ready; non-verbal cue or reposition if needed.	Recognise successful correction; re-teach listening routine if pattern develops.
Repeated disruption after reminder	Reset seat/workspace; proportionate completion of missed learning; partner-class reset if needed.	Short repair/reintegration; parent contact if significant/repeated; review pattern.
Refusal to begin work	Clarify instruction, check understanding/barriers, provide reasonable support; expectation to complete remains.	Complete learning at appropriate time; consider SEND/learning need if repeated.
Unsafe corridor behaviour	Immediate safety direction; stop and repeat the movement routine.	Rehearse safe movement; recognise successful correction.
Unsafe play / misuse of equipment	Stop activity; temporary restriction or supervised alternative.	Re-teach and practise safe use before access resumes.
Unkind language / friendship conflict	Stop behaviour; separate if needed; establish facts.	Restorative conversation/repair where appropriate; teach conflict-resolution skills.
Damage caused deliberately or carelessly	Make area safe; remove access if needed.	Pupil helps repair/tidy/restore where appropriate; parent contact depending on seriousness.
Physical aggression	Make safe; senior support; first aid/safeguarding as needed; record; parent contact.	Proportionate consequence; support for person harmed; individual review/plan if indicated.
Discriminatory / racist / prejudiced language	Challenge immediately; senior/DSL involvement as appropriate; record and parent contact.	Support person affected; consequence; targeted education; monitor recurrence.
Bullying / repeated intimidation	Protect pupil harmed; investigate; senior/DSL involvement; record; parent contact.	Consequences and support; anti-bullying plan; follow-up to confirm behaviour has stopped.
Sexual harassment / harmful sexual behaviour	Safeguarding response; DSL leads/advises; separate/protect as required.	KCSIE procedures; support victim; proportionate behaviour response; external agencies where required.
Significant threat / serious violence / weapon	Immediate safety response; senior/DSL; police/medical support where appropriate.	Formal investigation; parent contact; suspension/permanent exclusion consideration if threshold met; reintegration/support.
Unauthorised smartphone / smart device	Confiscate where appropriate and secure device; inform senior staff/parent depending on context.	Return in line with procedure; reinforce rule; safeguarding review if device use/content raises concern.

Be Safe | Be Respectful | Be Ready

Forgiveness | Compassion | Courage | Perseverance