

Windsor Community Primary School



Behaviour and Relationship Policy

September 2025

Behaviour and Relationships Policy

At Windsor Community Primary School we strive to provide a nurturing and caring ethos so that the whole school community feels safe, valued and respected. An environment which promotes social and emotional well-being and respect for all enables everyone to reach their full potential.

Exemplary behaviour is central to all we do at Windsor. This high standard of behaviour is expected and promoted at all times through every aspect of the school day. All members of staff will consistently model the high standards of behaviour and they will guide the children so that they are able to make the right choice.

It is vital that we work in partnership with parents/carers to ensure that the Windsor Values and Rules become central in their child's life.

1] Introduction

Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can achieve their potential in school. The policy applies to all adults and children in our school, and we ask parents, carers, our community, and other adults involved to support it. At the heart of our community are the people and the relationships they build. To make our community work we expect everyone to treat each other with respect, kindness, and compassion. We know that meeting these expectations can be challenging. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health, well-being, feelings and behaviours, so that they become confident, self-regulating adults and positive members of their community, who show tolerance, respect and support for others.

2] What are the aims of our behaviour and relationship policy?

Children and adults will:

- Thrive - be able to learn, discover and achieve their potential
- Be known - have their potential and achievements recognised
- Learn - in a way that is interesting, takes into account their developmental stage and builds their confidence
- Experience – an exciting, relevant, accessible curriculum, that meets their needs, builds aspirations and enables them to take risks safely
- Be respected and supported as individuals
- Through support, understanding and co-regulation from adults, learn to understand themselves, their emotions and behaviours, and learn ways to self-regulate
- Build healthy and safe relationships and learn how to repair relationships when things go wrong, so they can be confident and positive members of our community.
- Provide a consistent approach to behaviour and relationships
- Ensure that excellent behaviour is a minimum expectation for all.
- Define what we consider to be excellent behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour and relationships
- Outline the practice from this policy

3] Legislation and statutory requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour in Schools Guidance 2022](#)
- [Searching Screening and Confiscation Guidance 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Use of Reasonable Force Advice](#)
- [Suspension and Permanent Exclusion from Maintained Schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE Guidance](#) explaining that maintained schools must publish their behaviour policy online

4] Our school values and rules – the purpose of the policy Windsor Values

Working to be tomorrow's adults

Independent Learners

Never give up

Differences are celebrated Self belief and respect for all Only our best will do

Risk taking helps us

Windsor's 3 rules

Ready

Responsible

Safe

Our 3 rules are displayed in all classrooms and are promoted and expected in all aspects of school life.

5] Roles and responsibilities for this policy

A Windsor, we expect all adults to demonstrate the following behaviour: calmness, consistency, positivity, kindness, laughter, gentleness, be supportive, respectful no matter what and praise good conduct publicly.

All staff

- Meet and greet at the door.
- Refer to 'Ready, Responsible, Safe'
- Use 'Zone's of regulation' and vocabulary and strategies related to it consistently throughout the school day
- Constantly and consistently model positive behaviour and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the recognition board throughout every lesson.
- Follow 30 second warning script as appropriate
- Be calm and give 'take up time' when going through the repair script.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not following our 3 rules.
- Consistent and relentless routines are in place

- Use consistent language designed to de-escalate e.g I wonder..... I imagine.....I've noticed.....

Pastoral Team

The pastoral team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to offer support, guidance and model in order to show a unified consistency to the children.

The pastoral team will:

- Be a visible presence in and around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in (when necessary) on repair conversation
- Encourage use of positive postcards
- Write and support the implementation of individual plans for those children who require additional support.
- Provide appropriate individualised intervention e.g. Nurture/Thrive/Zones of Regulation
- Liaising and communicating with therapeutic interventions delivered by external agencies

Senior leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to offer support, guidance and model in order to show a unified consistency to the children.

Senior leaders will:

- Meet and greet learners at the beginning of the day on the school gate.
- Be a visible presence around the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support the pastoral team in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Carry out regular learning walks to support, coach and model expectations.
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation
- Provide high quality CPD for all adults working in school
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found

Governors

The governing body is responsible for:

- Reviewing this behaviour and relationships policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6] Which other policies are linked to this one?

Safeguarding

Teaching and Learning

PSHE

SEND Policy and Information report

Complaints Policy

Educational Visits Policy

7] What are the principles and rationale behind our policy?

Our role as adults – attachment relationships

Humans do not develop in isolation; they learn about themselves, the World and form an inner working model of themselves through 'attachment' relationships with parents, carers and other adults, including teachers.

Where attachment relationships are broken or disrupted by loss, neglect, trauma or abuse, schools and the adults in them can do a lot to support children to rebuild the sense of safety and trust they need to learn.

We model the behaviour we expect. We consistently meet the relational and developmental needs of our children, which means we are flexible, compassionate and intelligent in our approach and always focused on enabling children to build confidence, resilience and the ability to self-regulate.

Regulation is learned through relationships, so in order to self-regulate, many of our pupils may need support from appropriate adults. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our children by providing opportunities to discuss challenges and solutions and get the support they need.

How we learn

The brain is pattern seeking and survival oriented, connections on the outside build connections on the inside. In other words, children learn through relationships.

Humans need safety and positivity to learn and develop and it is relationships that enable this.

We need to feel safe in order to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this impacts on our ability to self-regulate, focus and learn. Therefore, we do not act in a way that causes people to feel under threat and we recognise the importance of ensuring our pupils feel physically and psychologically safe and supported to regulate when they feel anxious or afraid.

Trauma

Trauma disrupts learning. Trauma is caused by an event or events that create levels of stress that a child cannot deal with. Such events put a child into a state of fight, flight, freeze or flop.

Children who have experienced trauma can more easily be triggered to go into fight, flight, freeze or flop.

Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

Using strategies based on fear, coercion, humiliation, or isolation, whilst they may get children to comply in the short term, are immoral and damaging, therefore we don't use:

- strategies that single children out in public, shame or humiliate them;
- isolation as a punishment – we do recognise that children need time and space to calm
- fear

Behaviour and Consequences

We see mental health, well-being and behaviour as inextricably linked. All behaviour communicates our mental health and well-being. Understanding this does not mean we condone poor behaviour, but it does help us to make sense of it (within a wider context) and manage it more effectively. When children behave in a way that is inappropriate or unacceptable for a school setting, we need to understand why and help them to behave in a more appropriate way.

- We try to understand why the child may have acted in a particular way (what is the context? What might their behaviour have been trying to communicate? What might the underlying need be?)
- If the child is still struggling, we support them to emotionally regulate for example through breathing, by giving them space, and listening.
- We explore with them their understanding of what happened (e.g through wondering aloud and making tentative guesses... 'When you did xxx, I wonder if you were feeling yyyy?')
- Once we feel that we have a greater understanding of what has happened, and we have shown some empathy and acceptance, and the child is regulated and feeling okay, we can then try to explore with them the wider context of their behaviour and the outcome by:
 - Helping them understand why what they have done is wrong
 - Showing them what we do want them to do and how to do it – where possible, this can be done in a problem-solving way, thinking with them about how to repair a relationship or put something right again, or what they could differently in the future.
 - Supporting them to put things right through a restorative conversation or action
 - Helping them understand and deal with the feelings that gave rise to the behaviour.

Systems that increase anxiety, or use fear or humiliation are particularly damaging for children who have experienced trauma. They may cause compliance; children may comply in order to survive, but this is not our aim, is risky and sets too low an expectation for us, so we do not use them.

Consequences for poor behaviour are linked to putting it right and are natural and logical e.g. If you drop litter, you pick it up; if you hurt someone, you listen to them and apologise, if you did not complete the work, you'll need to find a time to finish it. If the incident is serious or everyone is angry or upset, they may need time to calm down and reflect. Once the incident has been dealt with, there should be a fresh start.

We don't use rigid systems of accumulating sanctions. If a child is accumulating sanctions, it is unlikely that doing more of the same will work. More detentions, exclusions etc tend to set up a negative and downward spiral. Instead we work as a team around the child and get additional advice and support so we can come up with a way to help the child to manage the issues, feelings, and behaviours they are struggling with.

Relationships and Rewards

Because of our understanding of attachment and trauma, we work through relationships. Within this we recognise the value of rewards and consequences. The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making children vulnerable to manipulation or coercion.

Stickers, celebration walls etc can be useful symbols of our affirmation but they cannot replace it. For some children getting symbols and tokens can become an end in itself and create dependency and anxiety and this does not help them internalise their own sense of worth. For some children, public praise can be overwhelming because their life experience has told them they are not worthy of it. So we don't use rigid systems but instead actively notice and explain children's achievements in the moment, so they know what they've done right and can do more of it.

Summary

- We have very high standards for behaviour and a relational and restorative approach to enabling children to achieve them.
- We are consistent in meeting the relational and developmental needs of our children

- We model the behaviour we expect to see – we don't shout, we are kind, compassionate and intelligent in our responses to behaviour.
- We notice what we want more of, rather than listing what someone has got wrong.
- We don't use fear, coercion, bribery, threats or humiliation
- Children's behaviour may be inappropriate or unacceptable but in themselves they are not, so we do not condemn children.

8] How we provide a safe environment for learning at Windsor

- We make sure that each of child is known, recognised for their strengths and given support for their needs
- We know our children's parents, carers and our community
- We meet and greet all children on the gate, as they come into our classrooms and as we walk round the school
- We welcome parents, carers into school and listen and respond to their concerns and views.
- To help ensure the school is calm, we treat each other with courtesy and respect
- We don't shout
- Our vision, values and our children's achievements are visible as you walk round the school
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- We develop routines that help everyone to feel safe and recognise great behaviour e.g. opening doors, welcoming new children and visitors
- There are safe places for people to go when they need calmness or reflection
- There are outdoor spaces and room for children to run and use their energy safely.
- Every child knows who they can go to if they are struggling

9] Our expectations for behaviour

Be:

1. Ready [to be in school, learn and work with others]
2. Responsible
3. Safe

Non-negotiables children will:

- Engage actively in learning
- Complete all learning tasks asked of them
- Wear full uniform with pride
- Displays commitment to all of our Windsor Values.
- Follow Windsor's 3 rule – ready, responsible, safe

Definitions:

Unacceptable behaviour is when the above non negotiables aren't adhered to.

Serious unacceptable behaviour is:

- Significant violence/aggression towards adults and or children
- Intentional damage to property
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Theft
- Intentional abusive, offensive, prejudicial behaviour

- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Cigarettes (including electronic cigarettes)
 - Fireworks
 - Pornographic images

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time

At Windsor we take all forms of bullying very seriously (see appendix i) for breakdown of different forms of bullying) details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (see website or school office for a copy of the Anti-Bullying Policy).

10] How do we, at Windsor, respond to good and great behaviour?

We recognise the power of positive attention and that the biggest reward is to be noticed and valued by an adult with whom you have a relationship. We encourage children to have a positive view of themselves and their futures, so that they focus on future rewards and goals rather than always needing immediate rewards.

At Windsor we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go 'above and beyond' our standards. We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

- Rewards in individual classes consist of: verbal praise to build emotional currency. All staff in school work together to support this positive ethos. Children will be regularly and consistently praised for adhering to Windsor's non-negotiables and demonstrating the Windsor Values. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.
- Positive postcard home: these will be sent home when a child has gone above and beyond that week.
- Shared praise – a board in the staff room where staff share the name of a child who has gone above and beyond so that the child can also receive praise from other staff.
- When a child produces outstanding work or has shown outstanding improvements in their work, they will receive a Headteacher Sticker from Miss Pickering.
- At the end of every term one child from each will be selected for consistently promoting the Windsor Values. They will be rewarded with an individually selected prize in the end of term celebration assembly.
- Weekly recognition of children who demonstrate going 'above and beyond' in all aspects of school life, will be recognised in Friday celebration assembly where the child will be rewarded with a golden pass for a lunchtime queue jump.
- Recognition Boards will be used to encourage social or learning behaviours. When a child is spotted by an adult displaying the agreed target their name will be added to the board. This is not intended to shower praise on the individual, it is a collaborative strategy – one team focused on one learning behaviour. If the whole class reach the daily target then children get to inform the Headteacher or Deputy of their success.

How do we respond to unacceptable behaviour?

De-escalation of inappropriate child behaviour by staff avoids low-level behaviours escalating and becoming more serious. When a child/children are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. See appendix ii for 'Practical steps in managing and modifying poor behaviour.'

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive 30 second script. Staff will thank them for listening, then walk away and give the child time to think and act positively. (appendix ii)

Important note

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual behaviour plan developed for them to meet their individual needs (using a range of resources including Thrive) put together by Mrs Douglas, Inclusion Manager. These plans are regularly reviewed and shared with all staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

Consequences

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, children will be expected to 'make good' the situation as is appropriate during their own time. (See appendix iii)

Restorative Conversation:

A restorative conversation (Windsor's repair script) needs to take place between the adult and the child when both are ready to engage effectively. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a repair script for the conversation. The repair conversation is:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

Serious unacceptable behaviour incidents (see above for definition)

Serious unacceptable behaviour incidents must be referred instantly to the Head or Deputy Headteacher. The ultimate consequences will be decided at discretion of the SLT. However, at the very least it will involve a phone call home plus a notification letter to parents/carer. We may need to enforce an internal exclusion, suspension or permanent exclusions and put appropriate additional strategies and interventions in place. Please refer to separate suspension and permanent exclusion policy

- **child-on-child abuse** – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- **possession of prohibited items** – immediate internal exclusion, parents/carers will be invited in and where necessary Police will be notified and will attend school
- **Legal rights of school to search**

- **Physical intervention** - should be used as the last resort, using positive handling techniques and only by those trained in this. It may only be used when a child is in danger of / or causing injury to themselves or others. Staff should not put themselves in danger or risk injury. All incidents of restraint should be reported to the Headteacher immediately and must be recorded on CPOMS as well as completing the bound and numbered book (found in the Headteachers office).

11] Recording of incidents

CPOMS is our school's online behaviour and safeguarding record which is used by every staff member to log any issues that arise in school. Each staff member has their own personal log in and every child is on the system. If there are any incidents that staff need to record or children's behaviour that is a cause for concern can be logged on the system. Staff can assign incidents to other staff to look over or intervene if needed, notes can also be added to the incident. This gives us a record of individual children over the course of their time in this school. CPOMS is overseen by senior leadership and the pastoral team. The purpose of this is to give a complete picture of regular patterns of poor behaviour from individual children. Ensure that there is a written record kept over time that can be used in discussion with parents/carers and outside agencies. If physical intervention is required, staff are to complete the Red Bound book and parents notified.

12 Equal Opportunities

One of our key principles is that everyone will act with care and respect towards others at all times. We actively promote a positive, caring atmosphere for all the children in our school and foster respect for all races and religions.

We will not tolerate discrimination of any kind in deed or word. All incidents of bullying, racism and prejudice will be taken seriously and dealt with quickly. The Headteacher will reinforce the point that racist behaviour and prejudice are totally unacceptable in our school. If a particular child persists with inappropriate behaviour the Headteacher will inform parents/carers and invite them to take part in the problem solving process.

For more information about Equal Opportunities please refer to the school's Equal Opportunities Policy.

13 Special Educational Needs and Disabilities (SEND)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school Pastoral Lead (Mrs Douglas) alongside the SENCO (Mrs Griffiths) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, Educational Psychologist, medical practitioners or other outside agencies in order to identify and support the specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

For more information about SEND please refer to the school's SEND Policy.

14 Monitoring

This behaviour policy will be reviewed by the Headteacher and Safeguarding Governor on an annual basis.

The next review date for this Policy is September 2026.

Paper copies of this Policy are available, upon request, from the school's Assistant Admin Officer - Mr Haughton.

Appendix i

Forms of bullying:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name-calling, sarcasm, spreading rumours, teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child	Any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline

Appendix ii
Managing and modifying behaviour

Steps	Actions
Encouragement	Build emotional currency. Remind child of a time they were successful e.g remember yesterday you came in to class and sat at your table, listening to me which showed me that you were ready to learn
Reminder	Remind child (privately) of the three simple rules – Ready, Responsible, Safe
Warning	<p>“This is now your warning. “I noticed that you chose to.....”</p> <p>“That was the agreed rule about...that you have broken.”</p> <p>“Do you remember when you were brilliant...last week or last lesson?”</p> <p>“That is the _(child’s name)_ I want to see today!”</p> <p>I’d like you to make the right choice now of..... or you will have to.....(tell child of the logical consequence for not making the right choice)”</p> <p>“Thank you for listening.”</p> <p>Then WALK AWAY and don’t look back. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.</p> <p>If child makes the right choice make sure you give praise accordingly.</p>
Consequence	”Unfortunately you are still choosing to.....so the consequence is.....
Repair script	This needs to be a lead by the adult who noticed the incorrect behaviour. Needs to take place when the adult is ready.

Appendix iii

Suggested logical consequences

Behaviour displayed	Logical consequence
Non engagement in learning or non-completion of task	Child to complete missed learning in own time e.g. playtime/lunchtime/at home
Destruction of classroom/school environment	Child to fix whatever has been destroyed in their own time
Failure to act safely in a given context	Practice acting safely in a given context during own time
Failure to be ready and responsible during key transition points throughout the day	Practice getting ready responsibly in a timely manner