



"All things are possible for one who believes" – Mark 9:23

Relationships and Behaviour Policy

Vision statement

Every member of Waverley Abbey is a child of God who learns to live a life of love, compassion and hope within our school family on their way to fulfilling their God-given potential. We want children to leave having grown in faith and courage and established on their spiritual journey.

Responsible: Headteacher	
Reviewed: July 2025	Next Review: July 2026

Rationale

At Waverley Abbey we aim to create a supportive and inclusive environment where all pupils feel safe, are ready to learn and show respect to themselves, each other and the school community. We provide an environment where all stakeholders in our school community treat each other with mutual respect, within the Christian framework and values of our school. All behaviours are drawn back to our school values which are: *(see Appendix A for further explanation of school values)*

Hope	Love	Courage	Honesty	Compassion
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Our key behaviour principles

- We believe in building positive relationships as the foundation for good behaviour
- We have high expectations of all pupils
- We believe that everyone should be treated in a clear, kind, and equitable manner
- We believe that all pupils should be given opportunities to repair their mistakes and have the opportunity to restore.

To achieve this, we work to create a positive learning environment where pupils feel a strong sense of belonging and are empowered to make responsible decisions. Within our nurturing culture, behaviour is influenced and developed through relationships, mutual respect and restorative practices. We also ensure that our approach to behaviour management and relationships are equitable and fully supported by all the school staff, pupils and parents.

We also promote positive behaviour through our Personal and Health Social Education (PHSE) curriculum, which develops the emotional health of our pupils. All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be equitable, honest, polite, respectful and considerate.

School rules

Our whole school rules are clear and consistent. They serve as the foundation for our expectations and applies to all members of the school community:

- **Safe** – we keep ourselves and others safe through our actions, words and choices. We act in ways that ensure we are all physically and emotionally safe.
- **Ready** – we are prepared to learn, listen, contribute and engage positively.
- **Respectful** – we treat others and our environment with respect and dignity. We do this through our language, our behaviour choices and consideration for others and our environment.

Positive relationships and Restorative Practice

Strong, positive relationships between staff and pupils are at the heart of a positive school culture. Our approach prioritises relationships, accountability and empathy through the use of restorative practices. These aim to repair and restore and to encourage reflection and responsibility.

Staff use structured restorative conversations following poor behaviour choices and following incidents (*see appendix B*). These typically involve key questions: What happened? What were you thinking or feeling? Who has been affected and how do they feel or think? What do you need to do to make it right? How can we do things differently next time? What do you need to move forward? Restorative conversations may be individual or may bring pupils together to reflect together.

This practice also makes use of Logical consequences. Logical consequences are equitable, proportionate and related to behaviours that prompt reflection, restoration and correction rather than punishment. They are preventative and educational. Logical consequences aim to repair/make amends (clearing up/cleaning up/apologising/school community service), lose a privilege (removal of a related right that has been misused/lunchtime or breaktime reflection/work in another class) and time-out/take-up time (time to reflect and reset). Logical consequences will be applied in a firm but sensitive manner; there is no place for sarcasm or humiliation within our school. Decisions should be considered, equitable, reasonable and not made on impulse.

Nurture Approach and Principles (based on NurtureUK)

The Nurture Approach is central to our school's Christian vision and our belief of compassion, dignity and inclusion. The six principles of nurture underpin our behaviour policy and inform the wider ethos of our school community (further details in Appendix C):

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

Recognition, Praise, Reflect and Restore Philosophy

It is important to maintain a child's dignity when they have made the wrong behaviour choice, and reinforces corrective feedback practices. It is equally important for all children to know that their positive choices are celebrated and for them to have a sense of pride in their behaviour. There may be occasions when immediate warnings are required to keep the child or other children safe.

How we support positive behaviours:

Personal and positive praise	Notice and highlight children who model positive behaviour choices	Spot children being good
Stickers	House points	Thumbs up
High Five	Sharing work with other adults	Sending to another adult for praise
Listen	Certificates	Whole class rewards
Positive phone calls home	Positive notes in contact book / email	Good egg awards
Non-verbal reminders	Verbal reminders linked to school rules	Restorative conversations

Proactive classroom practices

Effective behaviour management in classrooms is key to creating an environment where all pupils feel safe, ready and respected. Without clear boundaries and mutual expectations, the learning of pupils may be disrupted and wellbeing compromised. Behaviour in classrooms is managed proactively. *(see Appendix D for further information)*

The school's approach and response to poor behaviour choices

For children who choose not to follow the school rules and to not live out school values, logical consequences will apply. Restorative processes will be taken *(see Appendix B for Restorative Conversation)*. Issues will be addressed as soon as possible whilst memories are fresh and evidence available. However, there may be situations when a cooling down period may be advisable as we acknowledge that no child will take on board strategies when they are still on the bell curve of emotion.

If possible, discussions will follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum.

It is the responsibility of all staff members to insist upon appropriate standards of positive behaviour to always deal with minor breaches of rules and values.

For more serious or recurrent behavioural issues, the process of referral should be as follows:

- Year Leader
- Assistant Head teachers
- Headteacher

When making a referral to a colleague, it is important that key information is passed directly to that person. It is equally important that a record is kept of incidents where a referral has been made, together with any logical consequences applied.

For some children whose behaviour choices are repeatedly poor, a Proactive Plan will be put in place. This will be shared with and signed by both the pupils and parents as well as staff, closely monitored and reviewed at regular intervals.

Parents should be informed of any poor behaviour choices; please see 'Thresholds for communicating poor behaviour to parents' (Appendix E)

Inclusion

Some children have particular emotional and behavioural needs that require assessment and programmes of support. Assessment of these needs and any provision will require the involvement of the school's Inclusion lead, parents, and possibly other agencies. Children with SEND will be included in all aspects of school life and we will take into account any particular needs they may have when applying this policy. Including but not exclusively limited to; their SEND Learning Plan, Proactive Plan, ABCC log or Frequency Log.

All children will be supported to understand that actions have consequences. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). It is always the undesirable behaviour that needs addressing (behaviour not child is paramount), and this can be achieved through a variety of means. Thinking about a child struggling to handle something difficult encourages helping them through their distress.

The school's response to poor behaviour choices

Under the DFE guidance of 'behaviour in schools 2022', all Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Staff are allowed to

- Search pupils for prohibited items including those listed in the 'behaviour in schools' guidance 2022'

- Use reasonable force or other physical contact (see below)
- Discipline beyond the school gate
- Work with other local agencies to assess the needs of pupils who display disruptive behaviour

Confiscating banned items

All staff have the right to confiscate items from students and must do so when they see an item that is:

- A banned item
- Against school uniform rules – for example a piece/pieces of jewellery
- A threat to others – for example anything that could be construed as a weapon
- A health or safety hazard – for example lighter, matches or a laser pen
- Illegal for a child to have – for example, vapes or vaping equipment, other smoking paraphernalia or alcohol
- Being used by the student to disrupt learning
- A mobile phone or electronic device (that is not handed in to the school office at the start of the day). This does not include pupils who have prior permission to have their phone for diabetes monitoring.

For extreme cases of poor behaviour choices, additional sanctions will be considered by the Headteacher:

- Exclusion during breaktime or lunchtime
- Internal exclusion i.e. pupil required to work away from his/her class under the supervision of a senior leader for a fixed period
- Suspension - see Appendix F
- Permanent exclusion - see Appendix F

Suspensions and Permanent Exclusion

See Appendix G and refer to DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Behaviour outside school/ outside the core school day

Pupils are expected to behave in a manner that reflects the school's values and ethos. Whether pupils be on a trip/ residential or in wrap around care/ a club, our values still apply.

Any behaviour choices made outside of school which affect the welfare of other pupils, or which bring the school's reputation into disrepute will be investigated and appropriate actions taken including the involvement of external agencies or the police.

Online behaviour

We teach our children how to be safe online (see online safety policy). If it comes to our attention that a child's online behaviour and impacts on their and others school life this will be followed up in school. See also anti bullying policy, safeguarding policy.

The use of positive touch and reasonable force

When necessary we make use of positive touch and reasonable force. See Appendix G. All members of school staff have a legal power to use reasonable force.

There is a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Force can never be used as a punishment – **it is always unlawful to use force as a punishment.**

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact other than reasonable force, with a pupil is proper and necessary. For example:

- holding the hand of the child when going to assembly or when walking together around the school or on a trip outside of school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate how to complete outdoor learning skills or design and technology skills
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

Appendices

Appendix A – Waverley Abbey School Values explained

- Courage – we try our best in all that we do.
- Compassion – we show understanding of others.
- Honesty – we are truthful, even when it is tricky or we have made a mistake.
- Hope – we have hope in all we do, we persevere and never give up.
- Love – we are kind and respectful to one another and our school.
- Growth – we strive every day to make ourselves, our school and the world a better place to live.

Appendix B – Restorative Conversation

Restorative Reflection			
Name: _____		Date: _____	
 What happened?	 What were you thinking or feeling?	 Who has been affected?	 How might they have felt?
 What needs to happen to make it right?	 What should my consequence be?	 Next time I could...	 What I need now to move forward?

Appendix C – Nurture Approach and Principles

- Children's learning is understood developmentally:
Pupils' behaviour is recognised in the context of their stage of social and emotional development, not just chronological age. Staff use assessment tools such as the Boxall Profile to identify needs and adjust responses accordingly.
- The classroom offers a safe base:
Learning environments are structured, predictable and emotionally secure. Routines and clear expectations create consistency, ensuring that all pupils can trust the adults around them.
- The importance of nurture for the development of wellbeing:
Strong relationships with trusted adults foster a sense of security. Pastoral systems are in place to prioritise emotional safety and create opportunities for pupils to build resilience and self-regulation.
- Language is a vital means of communication:

Staff use calm, respectful language and non-verbal cues to maintain connection. Pupils are given opportunities to express feelings safely through talking, drawing, writing or other media.

- All behaviour is communication:

Behaviour is seen as an expression of unmet need or emotional distress. Staff are trained to observe, listen, and respond with curiosity, seeking to understand the pupil's experience rather than simply reacting to the behaviour.

- Transitions are significant in the lives of children:

Transition times (e.g. start/end of day, between classes, year group changes) are supported with routines and adult guidance. Particular attention is given to vulnerable pupils, including those with SEND, with personalised transition planning where needed.

Appendix D – Proactive classroom practices and Behaviour in classrooms

Behaviour management encompasses:

- Establishing a calm, purposeful learning environment.
- Maximising learning time by minimising low-level disruption.
- Supporting pupil wellbeing by ensuring adults maintain consistent, predictable boundaries.
- Encouraging positive relationships based on mutual respect.
- Teaching pupils the social and emotional skills necessary to function in society.

Behaviour in classrooms is managed proactively through:

- High-quality teaching and routines:
 - Clear, explicitly taught routines and transitions.
 - Engaging, well-paced lessons that meet varied pupil needs.
 - Visual timetables, seating plans, and proactive behaviour cues.
 - Implementation of universal strategies such as calm cues, use of non-verbal signals, proximity praise, and pre-correction.
- De-escalation and Support
 - Staff use calm tone and body language
 - Pupils showing signs of dysregulation are encouraged to use regulation strategies
 - Consistent adult responses reinforce expectations while keeping the pupil's dignity intact.
- Positive Acknowledgement
 - Use of verbal praise, reward systems and pastoral recognition to reinforce expectations.
- Response to Disruption
 - Low-level disruption is addressed immediately and consistently referring to school rules
 - Use of stepped consequences outlined in this policy—responses involve logical consequences and restorative conversations.

Appendix E – Thresholds for communicating poor or concerning behaviour to parents

- We want to work in partnership with parents
- We are aware that not all minor concerns need to be shared but it is important to have a shared understanding of when and how the school will share information.

Thresholds for contact with parents:

Pupil choice of behaviour	School response	Contact with parents	Frequency of incidents
Hitting/kicking/pushing - use of physical contact with any other pupil Swearing	Reported to class teacher, Year Leader and where appropriate member of SLT and restorative and reflection time meeting given	Yes	Once a pupil has more than two incidents within a half term then it is important to have a meeting with parents about behaviour and consider a Proactive Plan

Racist and homophobic language	Immediate consequence – loss of playtime, written apology to pupil Incident reported to parents -		
Refusal to follow instructions	Reported to class teacher and reflection time meeting given Immediate consequence – loss of playtime,	Reported if this becomes a regular occurrence	Once a pupil has several incidents within a half term then it is important to have a meeting with parents about behaviour choices and consider a proactive plan.
Repeating actions which go against school guidelines or e.g. being late from lunch; going into areas which are banned;	Reported to class teacher and reflection meeting given Immediate consequence – loss of playtime.	Reported at parent evenings unless actions are considered dangerous.	

Appendix F – The use of positive touch and reasonable force

What is reasonable force?

- The term “reasonable force” covers the broad range of actions that involve a degree of physical contact with pupils.
- “Reasonable” means using no more force than is necessary.
- All staff must first exhaust all other strategies e.g. talking to the pupil, calming strategies. Positive touch should only be considered when there is immediate danger or threat of harm.
- Positive touch can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as walking a pupil away from a fight.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Appendix G – Suspensions and Exclusion

1. Aims of this appendix

- To ensure the suspension/ exclusion process is applied equitably and consistently
- To ensure that the process is understood by the local committee, staff, parents and pupils

2. Legislation and statutory guidance

This appendix is based on the on the statutory guidance from the Department for Education: Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. <https://www.gov.uk/government/publications/school-exclusion> and all procedures with follow these guidelines.

3. The decision to suspend/ exclude

Only the Headteacher or in their absence the Assistant Headteachers can suspend a pupil from school for a fixed term. A decision to permanently exclude a pupil will be taken as a last resort and can only be carried out by the Headteacher following national and academy guidelines.

A decision to suspend a pupil will be taken only:

- In response to a serious or persistent breach of the school's behaviour policy or Drug and Alcohol policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend/ exclude a pupil, either permanently or for a fixed term the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incidents leading up to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs.

4. Definitions

For the purposes of suspension, the school day is defined as any day on which there is a school session. Therefore, an INSET or staff training day does not count as a school day.

5. Informing Parents

The Headteacher (or Assistant Headteacher) will immediately provide the following information, in writing, to the parents of an suspended pupil:

- The reasons for suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Information for parents about their right to make representation to the local committee and how the pupil might be involved in this
- The legalities and statutory guidance surrounding suspension
- The procedure when a child returns to school

The Headteacher (or Assistant Headteacher) is responsible for notifying the Trust, local committee and LA in the case of permanent exclusion as soon as possible.

6. Returning from a suspension

Following a suspension, a re-integration meeting will be held involving Headteacher, or in their absence an Assistant Headteacher with parents and the pupil.