



Positive Relationships, Behaviour & Belonging Policy

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Vision & Philosophy

Our Vision

Creating a culture where every child belongs, every adult leads, and everyone SHINES.

Waterloo Primary School is a community built upon positive relationships, high expectations and an unwavering belief that every child can succeed.

We believe that children thrive when they feel safe, valued and understood. When adults build strong relationships, establish clear boundaries and respond with consistency, children develop the confidence, resilience and self-discipline needed to flourish both in school and beyond.

Our approach to behaviour is therefore not based on managing children, but on teaching them. Just as we explicitly teach reading, writing and mathematics, we explicitly teach children how to behave, how to regulate their emotions, how to resolve conflict, how to show kindness and respect, and how to become responsible citizens.

This policy sets out how we create a calm, purposeful and inclusive environment where learning is valued, relationships are protected and everyone is able to succeed.

It is founded upon three simple beliefs:

- Every child has the right to learn.
- Every adult has the responsibility to create the conditions for successful learning.
- Every interaction is an opportunity to teach, build relationships and strengthen our school culture.

Our expectations are deliberately high because we believe every child deserves to experience classrooms where learning is uninterrupted, adults are calm and consistent, and kindness and respect are the norm.

Children will make mistakes. Mistakes are an inevitable part of learning and growing. When they do, our role is not to shame or punish, but to teach, support, restore and help children make better choices in the future. We believe that children should be held accountable for their actions whilst always preserving their dignity. Behaviour may explain why something has happened, but it does not excuse it.

At Waterloo, we understand that fairness does not always mean treating every child in exactly the same way. True fairness means providing every child with the support, guidance and reasonable adjustments they need to achieve our shared expectations. Our approach is therefore both consistent and compassionate: consistent in our expectations, compassionate in our understanding of individual need.

Everything we do is underpinned by our commitment to creating a school where everyone belongs. Relationships come first, because relationships create trust. Trust creates safety. Safety allows children to learn.

This policy applies to every member of our school community. Every adult, regardless of role, shares responsibility for modelling the behaviours we expect to see, building positive relationships with children and maintaining the calm, orderly environment that every child deserves.

Our Philosophy

Positive behaviour does not happen by chance. It is created intentionally through excellent relationships, consistent routines and adults who believe that every child can be successful.

At Waterloo Primary School we recognise that children are still learning. They will sometimes make poor choices, become overwhelmed, struggle to regulate their emotions or respond in ways that do not meet our expectations. These moments are viewed as opportunities for teaching rather than occasions for anger or humiliation.

We are inspired by the work of Paul Dix and relational practice, recognising that while children may not always remember every lesson they were taught, they will always remember how the adults around them made them feel. Calm, consistent adults build confident, secure children.

This does not mean lowering expectations. On the contrary, we believe that children thrive when adults combine warmth with certainty. High expectations demonstrate belief in children's potential, while consistency provides the security they need to succeed.

Our philosophy is built upon ten guiding principles that shape every interaction within our school:

1. Relationships come before correction.
2. Behaviour is taught, practised and reinforced every day.
3. Consistency is the responsibility of adults.
4. Every child can improve.
5. Calm adults create calm children.
6. Fairness means giving every child what they need, not treating everyone identically.
7. Consequences should teach rather than humiliate.
8. Repairing relationships is just as important as addressing behaviour.
9. Every interaction contributes to our school culture.
10. Every day is a fresh start.

These principles ensure that our approach remains relational without becoming permissive, and structured without becoming punitive. They allow us to maintain exceptionally high standards whilst ensuring every child feels known, valued and supported.

The Waterloo Way

Creating the Conditions for Success

At Waterloo Primary School, we believe that positive behaviour is the product of an exceptional school culture. Every interaction, every routine and every conversation contributes to that culture. It is therefore the responsibility of every adult to create an environment where children feel safe, respected, included and ready to learn.

Outstanding behaviour is never achieved through rules alone. It grows from strong relationships, consistent expectations and adults who model the behaviours they wish to see. We recognise that children learn as much from the way adults respond to them as they do from the words we use.

For this reason, consistency is one of our greatest strengths. Regardless of which classroom a child enters, which adult they speak to or where they are in school, they should experience the same calm routines, the same high expectations and the same unwavering belief in their ability to succeed.

This consistency creates predictability. Predictability creates safety. When children feel safe, they are able to learn, develop positive relationships and fulfil their potential.

Our culture is built upon three leadership principles that underpin every decision we make:

Simplicity

Children thrive when expectations are clear. We deliberately keep our systems, routines and language simple so that every child understands what is expected of them. We avoid unnecessary complexity and focus on doing the simple things exceptionally well.

Stability

Children deserve adults who are calm, emotionally regulated and dependable. We provide stability through predictable routines, consistent responses and environments where children know what will happen next. During moments of challenge, adults provide the certainty that children sometimes cannot provide for themselves.

Consistency

Consistency is not about every child receiving exactly the same response. It is about every adult responding with the same values, expectations and professionalism. While our support may be adapted to meet individual need, our expectations remain consistently high for every child.

These principles guide every aspect of school life, from the way we welcome children each morning to the way we celebrate success, respond to mistakes and repair relationships.

Every Adult Matters

Children do not experience the school through policies. They experience it through people.

Every adult at Waterloo is a role model. Every interaction contributes to a child's sense of belonging, self-worth and understanding of how people should treat one another.

For this reason, every member of staff is expected to:

- greet children warmly and positively;
- build genuine, respectful relationships with every child;
- model calmness, courtesy and professionalism at all times;
- maintain consistently high expectations for behaviour and learning;
- use agreed routines, language and behaviour systems;

- recognise and celebrate positive choices more frequently than correcting poor ones;
- address behaviour calmly, privately and with dignity;
- follow through on expectations every time;
- repair relationships following moments of conflict; and
- believe that every child is capable of growth, change and success.

Children may not always remember every lesson they have been taught, but they will remember how the adults around them made them feel. We therefore strive to ensure that every interaction leaves children feeling respected, encouraged and valued, whilst never compromising our expectations.

Relationships Before Correction

Positive relationships do not remove the need for high expectations; they make high expectations possible.

Before correcting behaviour, adults seek connection. This does not mean excusing poor choices or avoiding difficult conversations. It means recognising that children are far more likely to respond positively to adults who know them, understand them and demonstrate that they care.

Relationships are built through countless everyday interactions:

- greeting children by name;
- noticing effort as well as achievement;
- showing genuine interest in children's lives;
- listening carefully;
- keeping promises;
- speaking respectfully, even during moments of challenge; and
- ensuring that every child begins each day with a fresh start.

Children should never feel that they are defined by the mistakes they made yesterday. Every day provides a new opportunity to succeed.

Our Values

At Waterloo Primary School, our values are more than words displayed on walls. They define who we are as a school community and shape the way we learn, work and treat one another. Every decision we make, every relationship we build and every expectation we uphold is rooted in these shared values.

Our values are taught explicitly through our curriculum, modelled consistently by adults and celebrated whenever they are demonstrated. They provide a common language for recognising success, supporting behaviour and helping children develop into kind, responsible and successful young people.

Together, we call these our SHINE Values.

Strive

We embrace challenge and always give our best.

We believe that effort matters. Learning is not always easy and mistakes are an important part of becoming successful learners. We encourage every child to persevere, remain resilient when things feel difficult and approach challenges with confidence.

Children who Strive:

- persevere when learning becomes challenging;
- listen carefully and participate positively;
- demonstrate resilience when things do not go to plan;
- take pride in improving their work; and
- understand that success comes through effort and determination.

Honesty

We act with integrity and take responsibility.

Honesty builds trust. We encourage children to tell the truth, admit mistakes, accept responsibility for their actions and learn from them. Taking responsibility is never viewed as failure; it is recognised as an important step towards personal growth.

Children who demonstrate Honesty:

- tell the truth, even when it is difficult;
- take responsibility for their choices;
- show integrity when nobody is watching;
- apologise sincerely when appropriate; and
- work to repair relationships when mistakes have been made.

Inclusion

Everyone belongs and everyone is valued.

We celebrate diversity and recognise that every member of our school community brings unique strengths and experiences. We actively teach children to respect difference, show empathy and ensure that everyone feels welcomed, supported and included.

Children who demonstrate Inclusion:

- treat everyone with kindness and respect;
- celebrate differences;
- invite others to join in;
- challenge unkind behaviour appropriately; and
- help others feel that they belong.

Nurture

We care for ourselves, each other and our community.

We believe that kindness, compassion and care are essential qualities for life. Nurture means looking after our own wellbeing whilst also recognising when others need support. It encourages children to become thoughtful, considerate members of their community.

Children who demonstrate Nurture:

- show kindness through their words and actions;
- care for the school environment and shared resources;
- support their friends when they need help;
- manage disagreements respectfully; and
- contribute positively to school life.

Excellence

We take pride in everything we do.

Excellence is not about perfection; it is about taking pride in our work, our behaviour and our contribution to the school community. We encourage every child to aim high, maintain high standards and continually improve.

Children who demonstrate Excellence:

- present their work with care and pride;
- behave in ways that positively represent the school;
- contribute positively to lessons and wider school life;
- demonstrate leadership when opportunities arise; and
- always seek to improve.

Living Our Values

Our SHINE Values are not separate from our behaviour expectations; they are the behaviours and attitudes we seek to develop in every child.

Throughout the school day, adults explicitly recognise children who demonstrate these values. Positive recognition, including Golden Tickets, WOW Cards and celebration in assemblies, reinforces the importance of living our values consistently.

By explicitly teaching, modelling and celebrating SHINE, we create a culture in which positive behaviour becomes part of our shared identity rather than simply a response to rules or consequences.

Our Behaviour Curriculum

Behaviour is Taught, Not Assumed

At Waterloo Primary School, we believe that behaviour is part of our curriculum. Just as children are explicitly taught to read, write and solve mathematical problems, they are explicitly taught how to behave, how to build positive relationships and how to contribute to a calm, respectful learning environment.

We recognise that children arrive at school with different experiences, backgrounds and starting points. While many behaviours develop naturally through family life and social experiences, others require careful teaching, modelling and practice. It is therefore our responsibility to ensure that every child understands not only what is expected, but why those expectations matter.

We never assume that children know how to behave in every situation. Instead, we teach routines, practise them regularly and revisit them whenever necessary. Adults model expectations consistently, provide opportunities for rehearsal and offer clear feedback to help children develop positive habits over time.

Behaviour is therefore viewed as a skill that can be learned, strengthened and refined through consistent teaching and practice.

Our Three School Rules

Everything we do is built around three simple school rules.

Be Safe

We keep ourselves and others physically and emotionally safe.

Children demonstrate this by:

- moving safely around school;
- using kind hands, feet and words;
- following adult instructions first time;
- reporting worries or concerns;
- looking after the environment and equipment; and
- making choices that help everyone feel secure.

Be Respectful

We show kindness, honesty and consideration towards everyone.

Children demonstrate this by:

- speaking politely;
- listening when others are talking;
- respecting differences;
- caring for school property;
- using good manners; and
- resolving disagreements appropriately.

Be Ready

We arrive prepared to learn and always try our best.

Children demonstrate this by:

- arriving on time;
- having the correct equipment;

- following classroom routines;
- participating positively;
- persevering when learning becomes challenging; and
- taking pride in their work.

These three rules provide a consistent framework for every classroom, every lesson and every area of school. Adults always refer back to these expectations when recognising positive behaviour or addressing behaviour that falls below expectations.

We Teach Behaviour Explicitly

Throughout the school year, children are explicitly taught, modelled and given opportunities to practise the behaviours that enable our school community to thrive.

This includes teaching children how to:

- enter and leave classrooms calmly;
- greet adults and visitors respectfully;
- line up safely and sensibly;
- transition around school quietly;
- listen attentively;
- contribute appropriately to class discussions;
- work collaboratively;
- disagree respectfully;
- ask for help appropriately;
- manage disappointment;
- celebrate the success of others;
- resolve conflict peacefully;
- care for resources and the school environment;
- play safely and fairly;
- use technology responsibly;
- represent the school positively within the wider community.

Adults understand that these behaviours require regular practice and reinforcement. Expectations are revisited after school holidays, whenever routines begin to slip and whenever new children or staff join the school community.

First Teach, Then Remind

When behaviour falls below expectations, our first response is to teach.

Rather than assuming deliberate defiance, adults consider whether expectations have been clearly taught, modelled and understood. Where appropriate, children are reminded, retaught and given the opportunity to practise the expected behaviour successfully.

For example, if children enter the classroom noisily, the adult may simply stop the class, explain the expectation again and ask the children to practise entering calmly. If pupils walk through corridors without meeting expectations, they may return and rehearse walking correctly. If equipment is not looked after, adults explicitly teach and model the correct way to use and care for resources.

This approach is not about lowering expectations. It is about recognising that repeated practice develops positive habits and that children learn best when expectations are taught with patience, clarity and consistency.

Excellence Through Routine

Strong routines reduce anxiety, increase independence and maximise learning time.

Every classroom follows agreed whole-school routines so that children experience consistency throughout their time at Waterloo. These routines are explicitly taught, regularly practised and consistently reinforced by every adult.

The specific classroom, playground and transition routines that form our Behaviour Curriculum are detailed in Appendix D – Waterloo Behaviour Curriculum and Appendix E – Classroom Routines.

By teaching behaviour with the same care and precision as the academic curriculum, we enable every child to develop the confidence, self-discipline and character needed to flourish both within school and beyond.

Recognition & Positive Reinforcement

Noticing the Positive

At Waterloo Primary School, we believe that children flourish when positive choices are recognised, celebrated and reinforced consistently. Our approach to recognition is based upon the simple principle that the behaviours we notice most often are the behaviours that become part of our school culture.

Recognition is not about rewarding children for meeting basic expectations. Instead, it is about deliberately noticing effort, character, improvement and the everyday choices that contribute to a calm, respectful and successful school community.

Adults actively look for opportunities to acknowledge children who demonstrate our school rules and SHINE values. Recognition is specific, meaningful and linked directly to the behaviour or attitude being celebrated, enabling children to understand exactly what they have done well and encouraging them to repeat those positive behaviours.

Every child should experience success. We believe recognition should be inclusive, authentic and achievable for every learner. Staff therefore take care to notice improvement and perseverance as readily as high attainment or exceptional outcomes.

Recognition at Waterloo

Positive recognition takes many forms throughout the school day. The most powerful form of recognition is often immediate and personal.

Adults regularly use:

- specific verbal praise;
- positive conversations with children;
- recognition in front of peers where appropriate;
- positive communication with parents and carers;
- celebration in class and assemblies; and
- opportunities for increased responsibility and leadership.

Recognition should always identify the behaviour being celebrated rather than simply offering general praise.

For example:

- "Thank you for showing Honesty by admitting your mistake."
- "I noticed how you included someone who was on their own. That was a wonderful example of Inclusion."
- "You really Strived with that piece of writing today. You didn't give up even when it became difficult."

This language helps children understand that positive behaviour is linked to the values we are developing together as a school community.

Golden Tickets

Golden Tickets are the cornerstone of our whole-school recognition system.

Adults award a Golden Ticket whenever they notice a child consistently demonstrating one or more of our three school rules or living one of our SHINE values.

Golden Tickets are awarded across every part of the school day, including lessons, playtimes, lunchtimes, clubs and educational visits. Every adult in school has the opportunity to recognise positive choices.

Each class has a Golden Ticket jar. Once awarded, a Golden Ticket is placed into the class jar and is never removed. This reflects our belief that positive choices should always be recognised and celebrated, and that recognition should never be withdrawn because of future mistakes.

At the end of each week, during our Celebration Assembly, one Golden Ticket is drawn from each class jar. Those children receive an instant reward and are celebrated by the school community.

At the end of each half term, the jars are emptied and the process begins again, ensuring that every child continues to have regular opportunities to be recognised.

Golden Tickets are never used as a bargaining tool or removed as a consequence for poor behaviour.

WOW Cards

WOW Cards are reserved for moments that truly deserve special recognition.

They acknowledge behaviour or attitudes that go above and beyond our everyday expectations and demonstrate exceptional character.

Examples may include:

- extraordinary kindness or compassion;
- exceptional perseverance;
- outstanding leadership;
- significant personal improvement;
- remarkable honesty;
- sustained commitment to helping others; or
- representing the school exceptionally within the wider community.

A WOW Card is sent home to families to celebrate the achievement and strengthen the partnership between school and home. These moments allow us to celebrate not only academic success but also the qualities that help children become responsible, compassionate and successful citizens.

Celebration Assembly

Celebration Assembly is a valued opportunity to recognise the achievements, character and contributions of our pupils.

Each week we celebrate:

- Golden Ticket winners from every class;
- recipients of WOW Cards;
- significant achievements both in and beyond school;
- attendance successes;
- sporting, artistic and musical accomplishments; and
- examples of children living our SHINE values.

Celebration Assemblies reinforce our shared culture, reminding children that positive choices, perseverance and kindness are recognised and valued throughout our school community.

Recognition is Never Removed

At Waterloo, we believe that recognition celebrates a moment in time. Once earned, it remains earned.

Children may make poor choices after receiving praise or recognition, just as adults sometimes make mistakes after achieving success. Those later choices do not diminish the positive behaviour that was previously demonstrated.

For this reason, Golden Tickets, WOW Cards and other forms of recognition are never removed or withdrawn as a consequence for later behaviour.

Instead, children are supported to reflect upon any subsequent behaviour while maintaining the dignity and pride associated with the positive choices they have already made.

This approach reinforces our belief that every child is capable of growth, every day is a fresh start, and positive behaviour is always worth recognising.

Adult Behaviours: Consistency in Practice

Adults Set the Standard

At Waterloo Primary School, we recognise that the behaviour of adults has the greatest influence on the behaviour of children. Every interaction contributes to our culture, every conversation teaches something and every response communicates what we value as a school community.

Children deserve adults who are calm, predictable and emotionally regulated, particularly during moments when children themselves may be struggling to regulate their own emotions. We therefore place the greatest emphasis not on controlling children's behaviour, but on ensuring adults respond consistently, professionally and with integrity.

Every member of staff shares responsibility for creating the calm, orderly and nurturing environment that every child deserves. Regardless of role, experience or setting, children should encounter the same high expectations, the same respectful communication and the same unwavering belief that they can succeed.

Consistency is achieved not by everyone having the same personality, but by everyone sharing the same values, expectations and professional behaviours.

The Waterloo Standard

Every adult at Waterloo commits to:

- greeting every child warmly each day;
- building positive relationships with every pupil;
- modelling the behaviour we expect to see;
- remaining calm, even when others are not;
- using respectful language at all times;
- following through on expectations consistently;
- recognising positive choices frequently and sincerely;
- protecting every child's dignity;
- repairing relationships following moments of difficulty; and
- believing that every child can improve.

Children should never have to wonder which version of an adult they will meet today. Our consistency provides the security that allows children to feel safe, take risks in their learning and develop confidence in themselves.

Every Interaction Matters

There is no such thing as a 'small' interaction.

A smile at the classroom door, a quiet word of encouragement, a warm greeting in the corridor or a calm response following a mistake all contribute to a child's experience of school.

We therefore seek to ensure that every interaction leaves children feeling respected, valued and supported whilst reinforcing our high expectations.

Adults deliberately notice children making positive choices. They invest time in relationships before those relationships are tested and recognise that trust is built through hundreds of small interactions rather than occasional grand gestures.

Positive relationships do not remove accountability; they make accountability more meaningful.

Meet and Greet

Every classroom begins with a positive welcome.

Children are greeted warmly as they arrive each morning and at the beginning of lessons wherever possible. Adults make eye contact, use children's names and establish a calm, welcoming start to the day.

These daily interactions communicate a simple but powerful message:

"You belong here. We are pleased to see you, and today is another opportunity to succeed."

Meet and greet is not viewed as an optional strategy but as an essential routine that strengthens relationships, improves attendance, promotes emotional security and establishes positive expectations from the very beginning of the school day.

Calm is Contagious

Children often borrow the emotional regulation of the adults around them.

When adults remain calm, children are more likely to regain control of their own emotions. Conversely, heightened adult emotion frequently escalates already challenging situations.

Adults therefore:

- speak slowly and calmly;
- maintain an even tone of voice;
- avoid arguing with children;
- avoid raising their voice unless immediate safety requires it;
- give children time to process instructions;
- focus on the behaviour rather than the child; and
- avoid responding emotionally to emotional behaviour.

We understand that the behaviour presented by a child may not reflect the behaviour they are capable of once calm and regulated. Our first responsibility is therefore to maintain our own professionalism.

Positive Framing

Wherever possible, adults communicate expectations positively.

Rather than focusing on what children should stop doing, adults explain what they need children to do instead.

For example:

Instead of:

"Don't run."

Adults say:

"Thank you for walking."

Instead of:

"Stop shouting."

Adults say:

"Show me your quiet learning voice."

Instead of:

"You're not listening."

Adults say:

"I need everyone looking this way so we can begin."

Positive framing provides clarity, reduces confrontation and reinforces the behaviours we wish to see repeated.

Take-Up Time

Children should be given the opportunity to respond positively to an instruction without unnecessary pressure or public confrontation.

After giving a clear instruction, adults allow appropriate take-up time before repeating the instruction or escalating the situation.

During this time, adults may continue supporting other pupils, reposition themselves within the classroom or acknowledge children who have already responded positively.

This approach allows children to make good choices independently whilst reducing the likelihood of conflict or public challenge.

Private Correction, Public Recognition

At Waterloo Primary School, we seek to protect the dignity of every child.

Whenever possible, recognition is shared publicly, while correction is delivered privately.

Adults avoid confronting, criticising or embarrassing children in front of their peers unless immediate safety requires intervention.

Quiet conversations, discreet reminders and calm redirection help preserve relationships whilst maintaining expectations.

Children are far more likely to engage positively when they feel respected.

Follow Through

Children quickly learn whether adults mean what they say.

For this reason, expectations are always followed through calmly and consistently.

Adults avoid making threats or issuing consequences that cannot or will not be implemented.

Instead, they provide clear expectations, allow time for children to respond and follow the agreed behaviour procedures where necessary.

Consistency builds trust. Children feel safer when adults respond predictably, fairly and without emotion.

Repairing Relationships

No interaction should permanently damage the relationship between an adult and a child.

Following incidents of poor behaviour, adults take time to restore the relationship once emotions have settled.

Repair may involve:

- acknowledging positive improvements;
- checking in with the child later in the day;
- holding a restorative conversation;
- agreeing strategies for next time; or
- simply welcoming the child warmly the following morning.

Children should always leave these conversations knowing that, whilst their behaviour may have fallen below expectations, they themselves remain valued members of our school community.

At Waterloo, consequences are finite. Relationships are enduring.

Responding to Behaviour

A Consistent Response

No child gets everything right all of the time. Making mistakes is part of learning and growing, and behaviour is no exception. At Waterloo Primary School, we recognise that children will sometimes make choices that fall below our expectations. When this happens, our response is calm, consistent and proportionate.

Children should experience the same predictable approach from every adult in school. This consistency builds trust, reduces anxiety and helps children understand that expectations are fair and applied equally across the school community.

Whenever behaviour falls below our expectations, adults seek first to understand the situation, then to teach, support and restore. Our aim is always to help children return successfully to learning as quickly as possible whilst ensuring that any disruption, harm or unsafe behaviour is appropriately addressed.

The vast majority of behaviour incidents are resolved successfully by the class teacher or adult working directly with the child. Where additional support is required, clear escalation procedures ensure that children, staff and families receive timely support.

Before Responding

Before deciding how to respond, adults should briefly consider the context.

Professional judgement remains an important part of effective behaviour management. While consistency is essential, it should never mean responding without thinking.

Adults should consider:

- Has the expected behaviour been explicitly taught and practised?
- Does the child understand what is expected?
- Could there be an underlying factor affecting the child's behaviour today?
- Does the child require a reasonable adjustment because of SEND, SEMH or another identified need?
- Is this behaviour unusual for this child, or part of an emerging pattern?
- Does this behaviour raise any safeguarding concerns?

These questions should never be used to excuse poor behaviour, but they help ensure that our response is both fair and appropriate.

Our Five-Step Response

All staff follow the same five-step approach when responding to behaviour that falls below expectations.

This structure ensures that children experience consistency whilst allowing adults to exercise professional judgement according to the age, needs and circumstances of the child.

Step 1 – Reminder

The first response is always a calm reminder of the expected behaviour.

Adults use the language of our school rules and SHINE values, giving children the opportunity to correct their behaviour independently.

Children are given appropriate take-up time before any further action is considered.

Many incidents are resolved successfully at this stage.

Step 2 – Choice

If the behaviour continues, the child is given a clear choice.

Adults explain what behaviour needs to change and what will happen if the child chooses not to meet the expectation.

The choice is delivered calmly, privately wherever possible, and without confrontation.

Children are given the opportunity to make the right choice and remain engaged in learning.

Step 3 – Reflection

If the child continues to make choices that disrupt learning or affect the safety or wellbeing of others, they may be asked to complete a short period of reflection.

Reflection is not intended as a punishment.

Its purpose is to allow the child to regain self-control, reflect on their choices and prepare to return successfully to learning.

Where appropriate, reflection may take place within the classroom, in another agreed learning space or with support from another adult.

Step 4 – Repair

Following any significant behaviour incident, adults work with the child to repair any harm that has been caused.

Repair may include:

- restoring relationships;
- apologising where appropriate;
- replacing or repairing damaged property;
- completing unfinished learning;
- helping someone who has been affected; or
- another meaningful restorative action linked directly to the behaviour.

Children are encouraged to understand the impact of their actions and consider how they can make better choices in the future.

Step 5 – Restore

Every behaviour incident ends with restoration.

Once the behaviour has been addressed and any repair completed, the incident is considered closed.

Children return to learning without resentment or prejudice from adults. They are welcomed back positively and given every opportunity to experience success.

At Waterloo Primary School, consequences are finite. Relationships are enduring.

Every child deserves the opportunity to begin again.

Consequences

Consequences are used to reinforce expectations, protect learning and help children understand the impact of their choices. They are never intended to shame, humiliate or embarrass.

Whenever possible, consequences should be:

- proportionate;
- reasonable;
- linked directly to the behaviour;
- restorative in nature;
- explained clearly to the child; and
- followed by an opportunity to restore relationships and return successfully to learning.

Examples of appropriate consequences may include practising an expected routine, completing unfinished work during an agreed time, repairing damaged property, temporarily losing a privilege directly connected to the behaviour or undertaking a restorative action.

Consequences should always seek to educate rather than simply punish.

Restoring Learning

One child's behaviour should never prevent others from learning.

Where behaviour significantly disrupts teaching or learning, adults take appropriate action to restore a calm learning environment as quickly as possible.

This may include the temporary removal of a child from the classroom to a partner class or designated reflection space. Such decisions are made to protect learning for all pupils while allowing the child time and support to regulate before returning successfully.

Removal from the classroom is not a punishment. It is a structured intervention designed to maintain high expectations whilst supporting children to make successful choices.

The SHINE Programme: Nurture & Intervention

Supporting Children to Thrive

At Waterloo Primary School, we believe that every child can succeed when given the right support at the right time. Whilst the vast majority of pupils respond positively to our universal behaviour curriculum and consistent classroom practice, we recognise that some children require additional support to develop the social, emotional and behavioural skills needed to flourish in school.

Persistent or significant behaviour is not viewed simply as something to be corrected. Instead, it prompts us to ask an important question:

"What support does this child need to be successful?"

Our response is always rooted in high expectations, strong relationships and an unwavering belief that every child can make positive progress.

Early Identification

Where behaviour becomes persistent, significantly impacts learning, or suggests that a child may be experiencing social, emotional or mental health (SEMH) difficulties, leaders will work closely with staff, parents and the child to explore the underlying factors contributing to the behaviour.

This may include consideration of:

- social, emotional or mental health needs;
- communication and interaction needs;
- attachment or trauma-related experiences;
- adverse childhood experiences;
- unmet learning needs;
- sensory processing difficulties;
- changes in family circumstances; or
- other barriers affecting the child's ability to engage successfully with school.

This process does not reduce expectations for behaviour. Rather, it enables us to provide the right support whilst maintaining consistently high expectations for every pupil.

The SHINE Programme

The SHINE Programme is Waterloo Primary School's structured, time-limited intervention for pupils whose social, emotional or mental health needs are preventing them from experiencing sustained success within their mainstream classroom.

The programme is not a consequence for poor behaviour and should never be viewed as an alternative placement or permanent provision. Instead, it provides children with the opportunity to develop the emotional regulation, resilience, confidence and behavioural skills required to participate successfully within mainstream school life.

The programme is founded upon the belief that behaviour can be taught, relationships can be repaired and every child can succeed when provided with the right support.

Admission to the SHINE Programme is determined by school leaders following careful assessment, discussion with parents and consideration of the child's individual needs. Placement is based upon need rather than diagnosis and is regularly reviewed to ensure the intervention remains purposeful and effective.

What the SHINE Programme Provides

The programme offers a highly structured curriculum designed to address the barriers preventing children from achieving success within their mainstream classroom.

This may include:

- explicit teaching of emotional regulation strategies;
- developing resilience and perseverance;
- building self-esteem and confidence;
- strengthening positive relationships;
- developing communication and social interaction skills;
- practising conflict resolution and restorative approaches;
- supporting executive functioning and self-organisation;
- sensory regulation strategies where appropriate;
- personalised academic support to maintain curriculum engagement; and
- opportunities to experience success through carefully planned, achievable challenges.

Alongside these targeted interventions, pupils continue to access appropriate elements of the mainstream curriculum wherever possible, ensuring they maintain a strong sense of belonging within their class and school community.

Partnership with Families

The success of the SHINE Programme relies upon strong partnership between school and home.

Parents and carers are involved throughout the intervention, contributing to planning, reviewing progress and celebrating success. Regular communication ensures that strategies used within school can be reinforced consistently at home, helping children experience success across different environments.

Where appropriate, the school will work collaboratively with external agencies to ensure support is coordinated and responsive to the child's individual needs.

Planned Reintegration

The SHINE Programme is designed as a bridge back to sustained success within mainstream education.

From the point at which a child begins the programme, reintegration is planned carefully and reviewed regularly. Children continue to maintain meaningful links with their class, peers and curriculum throughout the intervention, with increasing opportunities to return to mainstream lessons as confidence, self-regulation and independence develop.

Successful reintegration is not determined by the completion of a fixed period of time, but by the child's readiness to sustain positive relationships, regulate their behaviour and engage successfully with learning.

Following reintegration, pupils continue to receive carefully planned support and monitoring to ensure progress is maintained and any emerging difficulties are identified and addressed promptly.

Measuring Success

The success of the SHINE Programme is measured not simply by a reduction in behaviour incidents, but by improvements in a child's overall wellbeing, relationships and engagement with learning.

Success may be demonstrated through:

- improved emotional regulation;
- increased attendance and punctuality;
- greater engagement with learning;

- stronger relationships with adults and peers;
- increased confidence and resilience;
- reduced need for adult support;
- sustained participation within mainstream lessons; and
- positive feedback from families, staff and the child themselves.

Our ultimate aim is that every child leaves the SHINE Programme equipped with the knowledge, confidence and strategies needed to thrive as a valued, successful member of their mainstream classroom.

The Graduated Response to Behaviour

Responding to Need Through Graduated Support

At Waterloo Primary School, we recognise that children develop at different rates and require varying levels of support throughout their time with us. Whilst the vast majority of pupils respond successfully to our universal behaviour curriculum and consistent classroom practice, some children require increasingly targeted intervention to achieve sustained success.

Our graduated response ensures that support is introduced in a timely, structured and proportionate manner. It enables staff to identify emerging concerns early, work collaboratively with families and provide appropriate intervention before behaviours become entrenched.

Movement through the graduated response is not viewed as a series of punishments or escalating sanctions. Instead, it reflects an increasing level of support based upon a child's needs. Pupils may move forwards or backwards through the graduated response as their needs change over time.

Our ambition is always to return pupils to universal support as quickly as possible through carefully planned intervention and successful reintegration.

Universal Provision

Universal provision is the experience of every child at Waterloo Primary School.

This includes:

- a well-sequenced Behaviour Curriculum;
- consistently high expectations;
- strong relationships with trusted adults;
- explicit teaching of routines and expectations;
- positive recognition through Golden Tickets and WOW Cards;
- calm, predictable classroom environments;
- restorative approaches;
- high-quality teaching and adaptive practice;
- regular communication with parents and carers; and
- a culture in which every child feels safe, valued and included.

For the overwhelming majority of pupils, these universal approaches provide everything needed to achieve success.

Emerging Need

Where a child begins to demonstrate repeated low-level behaviours, increasing difficulty meeting expectations or changes in behaviour that cause concern, additional classroom-based support is introduced.

This may include:

- increased adult check-ins;
- adapted classroom strategies;
- additional positive recognition;
- restorative conversations;
- targeted communication with parents;
- closer monitoring of behaviour patterns;
- seating or environmental adjustments;
- pastoral support; and
- review of possible barriers to learning.

The aim at this stage is early intervention. Small concerns addressed early are far less likely to become significant difficulties later.

Targeted Support

Where behaviour persists despite universal and classroom-based strategies, a more structured level of support is introduced.

At this stage, school leaders work closely with class teachers, families and, where appropriate, the SENDCo or pastoral team to gain a fuller understanding of the child's needs.

Support may include:

- individual behaviour targets;
- Behaviour Support Plans;
- mentoring;
- pastoral intervention;
- emotional literacy support;
- structured regulation programmes;
- family meetings;
- referral to internal specialist staff; and
- consideration of whether the child would benefit from the SHINE Programme.

The purpose of targeted support is to build the skills, confidence and emotional regulation necessary for pupils to experience sustained success within their mainstream classroom.

Specialist Support

A small number of pupils may require intensive, multi-agency support due to the complexity of their needs.

Where this is necessary, Waterloo Primary School works collaboratively with families and external professionals to develop an integrated package of support.

This may include:

- participation in the SHINE Programme;
- involvement from Educational Psychology;
- Behaviour Support Services;
- CAMHS or other health professionals;
- Speech and Language Therapy;
- Early Help or Family Support;
- social care where appropriate;
- statutory assessment processes; and
- bespoke risk assessments and support plans.

Throughout this process, our expectations remain high. Every child continues to be taught, supported and encouraged to achieve success within our school community.

Partnership with Families

Families are central to the success of our graduated response.

Parents and carers are informed at the earliest opportunity when concerns begin to emerge and are involved throughout planning, reviewing and evaluating support.

We believe that positive outcomes are achieved most effectively when school and home work together with openness, honesty and mutual respect.

Where additional support is introduced, families are clear about:

- the reasons for intervention;
- the intended outcomes;
- the support being provided;
- their role within the process; and
- the arrangements for reviewing progress.

Reviewing Impact

The effectiveness of support is reviewed regularly.

Where pupils demonstrate sustained success, additional interventions are gradually reduced, allowing children to return confidently to universal provision.

Where further support is required, interventions are refined, additional advice sought and new strategies introduced.

Our graduated response is therefore dynamic rather than linear. It is responsive to children's changing needs and underpinned by our belief that every child can achieve success when the right support is provided.

Serious Behaviour Incidents

Keeping Everyone Safe

The safety, wellbeing and dignity of every member of our school community is paramount.

Whilst the overwhelming majority of behaviour incidents are resolved successfully through positive relationships, consistent routines and restorative practice, there are occasions when behaviour places others at risk or significantly disrupts the safe and orderly running of the school.

In these circumstances, adults have a responsibility to act immediately to safeguard pupils, staff and visitors.

Whenever serious behaviour occurs, our priorities are always to:

- restore safety;
- de-escalate the situation;
- support everyone involved;
- establish the facts;
- apply appropriate consequences;
- repair relationships where appropriate; and
- reduce the likelihood of recurrence.

Our response remains calm, fair and proportionate whilst recognising that some behaviours require immediate leadership involvement.

Serious Behaviour

Examples of behaviour likely to be considered serious include, but are not limited to:

- physical assault towards another pupil or adult;
- deliberate acts that place others at risk of harm;
- bullying, including prejudice-based bullying and cyberbullying;
- discriminatory language or behaviour;
- sexual harassment or sexual violence;
- serious damage to property;
- theft;
- bringing prohibited items into school;
- abusive or threatening behaviour towards staff;
- repeated refusal to follow reasonable instructions where safety is compromised;
- behaviour that significantly disrupts the education or safety of others; and
- any behaviour that may constitute a criminal offence.

This list is not exhaustive. Professional judgement will always be exercised when considering the seriousness of an incident.

Immediate Response

Where serious behaviour occurs, staff will prioritise safety above all else.

This may include:

- removing other pupils from the area;
- seeking assistance from senior leaders;
- implementing agreed de-escalation strategies;
- using reasonable force only where lawful, necessary and proportionate to prevent harm;

- contacting parents or carers;
- following safeguarding procedures where appropriate; and
- recording the incident in accordance with school procedures.

The immediate priority is always to prevent further harm and restore a calm environment.

Investigation

Following any serious incident, an appropriate member of the Senior Leadership Team will investigate the circumstances before determining the most appropriate course of action.

Investigations may include:

- speaking with the pupils involved;
- gathering witness accounts;
- reviewing any available evidence;
- considering the context of the incident;
- considering any SEND, safeguarding or medical factors;
- consulting relevant members of staff; and
- speaking with parents or carers where appropriate.

Decisions will always be based upon the balance of probabilities and made fairly, consistently and without prejudice.

Outcomes

Following investigation, outcomes may include:

- restorative meetings;
- appropriate educational consequences;
- Behaviour Support Plans;
- risk assessments;
- referral to the SHINE Programme;
- referral to external agencies;
- internal suspension (removal from class for a defined period);
- suspension;
- or, in the most exceptional circumstances, permanent exclusion.

Any decision will take account of:

- the seriousness of the behaviour;
- the age and understanding of the pupil;
- previous patterns of behaviour;
- safeguarding considerations;
- SEND and Equality Act duties;
- the impact on victims; and
- the need to maintain the safety and wellbeing of the wider school community.

Supporting Those Affected

Whenever serious behaviour occurs, support is provided not only to the child whose behaviour is being addressed but also to anyone affected by the incident.

This may include:

- emotional support;
- restorative meetings where appropriate;
- pastoral intervention;
- safeguarding support;

- communication with families; and
- ongoing monitoring.

Our aim is always to rebuild confidence, restore relationships and ensure that everyone feels safe to return to learning.



Suspension, Permanent Exclusion & Reintegration

Maintaining High Expectations Whilst Supporting Every Child

Waterloo Primary School is committed to ensuring that every child has the opportunity to succeed within our school community. Suspension and permanent exclusion are therefore considered measures of last resort and are only used where all reasonable alternatives have been explored or where the seriousness of an incident requires an immediate response to protect the safety, wellbeing and education of others.

We believe that high expectations and inclusion go hand in hand. Wherever possible, we seek to understand, support and intervene before behaviour reaches the point at which suspension or exclusion becomes necessary. However, we also recognise our responsibility to maintain a safe, calm and purposeful learning environment for every member of our school community.

Any decision to suspend or permanently exclude a pupil will be lawful, reasonable, proportionate and made in accordance with current statutory guidance issued by the Department for Education.

Principles

When considering suspension or permanent exclusion, school leaders will always take account of:

- the seriousness of the incident;
- the safety and wellbeing of pupils, staff and visitors;
- whether the behaviour forms part of an emerging or established pattern;
- the age, understanding and individual circumstances of the pupil;
- the school's duties under the Equality Act 2010;
- any identified SEND or additional needs;
- safeguarding considerations; and
- the impact upon the education and wellbeing of others.

Every decision is made individually. No behaviour automatically results in suspension or exclusion, and no decision is made without careful consideration of all available information.

Suspension

Suspension may be considered where a pupil's behaviour has significantly breached the school's expectations and where remaining in school would seriously affect the education, safety or welfare of others, or where a period away from school is necessary to allow appropriate planning and support to be put in place.

Wherever possible, suspension will form part of a wider package of support rather than being viewed as a standalone consequence.

Parents or carers will be informed promptly of the reasons for the suspension, the arrangements for the period away from school and the support available following the pupil's return.

Permanent Exclusion

Permanent exclusion will only be considered in exceptional circumstances where allowing a pupil to remain in school would seriously undermine the safety, welfare or education of others, or where there has been a serious breach of the school's behaviour policy and all other reasonable strategies have been exhausted or are clearly inappropriate.

Any decision to permanently exclude will be made by the Headteacher in accordance with statutory guidance and following careful consideration of all relevant information.

Reintegration

The conclusion of a suspension marks the beginning of the next stage of support, not the end of the school's involvement.

Before returning to school, a reintegration meeting will normally take place involving the pupil, parents or carers and an appropriate member of staff. The purpose of this meeting is to:

- rebuild positive relationships;
- reflect upon the incident;
- agree strategies for future success;
- identify any additional support required;
- reaffirm the school's high expectations; and
- ensure that the pupil returns to school with confidence and dignity.

Where appropriate, reintegration may include a phased return, additional pastoral support or participation in the SHINE Programme.

Our aim is always to enable pupils to experience long-term success within mainstream education.

Learning from Serious Incidents

Every serious incident provides an opportunity for reflection and improvement.

Following suspension or other significant behaviour incidents, school leaders will review the effectiveness of existing support, consider whether additional intervention is required and identify any lessons that may strengthen practice across the wider school.

This reflective approach ensures that our systems continue to evolve whilst maintaining the high standards expected by our community.

At Waterloo Primary School, we will never lower our expectations for a child; instead, we will increase the support we provide to help them meet those expectations.

Reasonable Force, Restrictive Physical Intervention, Searching and Confiscation

Keeping Everyone Safe

At Waterloo Primary School, the safety, wellbeing and dignity of every member of our school community is paramount.

Our approach to behaviour is rooted in positive relationships, consistency and early intervention. Through our Behaviour Curriculum, strong routines, restorative practice and the SHINE Programme, we seek to create an environment in which children feel safe, valued and able to regulate their behaviour successfully.

All members of staff receive accredited Team Teach training appropriate to their role. This provides a consistent whole-school approach to understanding behaviour, reducing risk, supporting emotional regulation and responding safely when children become distressed or dysregulated.

The vast majority of behaviour incidents are successfully resolved through positive relationships, skilled de-escalation and early intervention. However, in exceptional circumstances, staff have both a legal power and a duty of care to act immediately to protect children and adults from harm.

Any intervention will always be lawful, necessary, reasonable and proportionate to the circumstances presented.

Preventing Escalation

At Waterloo Primary School, physical intervention is never viewed as a behaviour management strategy. Our priority is always to prevent situations from reaching the point at which physical intervention becomes necessary.

Consistent with Team Teach principles, adults seek to reduce anxiety, lower risk and support children to regain emotional regulation through calm, relational practice.

Strategies may include:

- building and maintaining positive relationships;
- recognising early signs of distress or dysregulation;
- using calm, respectful communication;
- providing take-up time and appropriate processing time;
- offering limited choices to increase a child's sense of control;
- distraction, redirection and planned movement breaks;
- adapting the environment or reducing demands where appropriate;
- providing opportunities for self-regulation;
- implementing agreed Behaviour Support Plans or Risk Assessments;
- seeking support from colleagues before situations escalate; and
- using the strategies identified through the SHINE Programme or individual support plans.

Adults remain calm throughout incidents, recognising that children often borrow the emotional regulation of the adults supporting them.

Reasonable Force

The law permits school staff to use reasonable force to prevent a pupil from:

- causing injury to themselves;
- causing injury to another person;

- committing a criminal offence;
- seriously damaging property; or
- causing serious disruption where there is an immediate risk to safety.

Reasonable force is always used as a protective measure and never as a disciplinary consequence.

Any force used will always be:

- necessary;
- reasonable;
- proportionate to the level of risk;
- for the shortest possible duration; and
- ceased immediately once the risk has reduced.

The dignity, welfare and rights of the child remain central throughout any intervention.

Restrictive Physical Intervention

Restrictive physical intervention is used only as a last resort when there is an immediate risk of harm and all reasonable alternatives have either been unsuccessful or would be unsafe.

Where restrictive physical intervention becomes necessary, staff use techniques taught through accredited Team Teach training. These techniques are designed to reduce risk, preserve dignity and safely support children through periods of crisis.

Restrictive physical intervention is never used:

- as a punishment;
- to gain compliance with instructions;
- because a child refuses to complete work;
- in response to low-level disruption;
- because a child leaves their seat or classroom without presenting an immediate risk;
- to intentionally cause pain, distress or humiliation; or
- as a substitute for appropriate planning, support or behaviour management.

The aim of every intervention is to reduce risk safely, protect everyone involved and return the child to a state in which learning, communication and positive relationships can be restored.

Recording, Reporting and Communication

Every incident involving reasonable force or restrictive physical intervention will be:

- reported immediately to a member of the Senior Leadership Team;
- recorded promptly and accurately using the school's agreed recording procedures;
- shared with parents or carers as soon as reasonably practicable;
- reviewed to identify learning and preventative strategies; and
- considered alongside any existing Behaviour Support Plan, Risk Assessment or safeguarding information.

Where appropriate, Behaviour Support Plans and Risk Assessments will be updated to reflect any learning arising from the incident.

Reflection and Debrief

Following any incident requiring restrictive physical intervention, an appropriate debrief will take place with both staff and the pupil once everyone is calm and emotionally regulated.

The purpose of this process is not to apportion blame but to understand what happened and reduce the likelihood of future incidents.

The debrief will consider:

- the events leading up to the incident;
- possible triggers or changes in presentation;
- whether earlier intervention may have prevented escalation;
- the effectiveness of strategies used;
- any additional support required for the pupil;
- whether Behaviour Support Plans, Risk Assessments or SHINE Programme targets should be amended; and
- any training or professional support required for staff.

This reflective approach is central to our commitment to continual improvement and ensures that every significant incident contributes to strengthening future practice.

Searching, Screening and Confiscation

School staff may search pupils or their possessions and confiscate prohibited or inappropriate items where this is permitted by law and in accordance with current Department for Education guidance.

Searching will always be:

- proportionate;
- respectful of the pupil's dignity and privacy;
- undertaken by authorised members of staff;
- informed by safeguarding considerations; and
- recorded where required.

Parents or carers will normally be informed whenever prohibited items are discovered or where safeguarding concerns arise.

Prohibited Items

Items that may be searched for or confiscated include, but are not limited to:

- knives or offensive weapons;
- alcohol;
- illegal drugs;
- stolen property;
- tobacco products, cigarettes or vaping devices;
- fireworks;
- pornographic images;
- any item likely to be used to commit an offence;
- any item likely to cause injury or damage; and
- any item that threatens the safety or orderly running of the school.

Such items will be managed in accordance with current statutory guidance and, where appropriate, handed to the police or other relevant authorities.

Restoring Relationships

Once any immediate risk has been addressed, our focus returns to restoring relationships and supporting successful reintegration into school life.

Children involved in incidents requiring restrictive physical intervention continue to receive the care, dignity and support that every child deserves. Where appropriate, restorative conversations, pastoral support, Behaviour Support Plans or participation in the SHINE Programme will be used to strengthen emotional regulation, reduce future risk and support long-term success.

Physical intervention should never be viewed as the conclusion of an incident. Instead, it marks the beginning of understanding what additional support, planning or intervention may be required to help the child experience sustained success in school.

Guiding Principle

The success of our behaviour culture is not measured by how often we intervene physically, but by how rarely physical intervention is required because of the strength of our relationships, routines, early intervention and skilled professional practice.

Bullying, Child-on-Child Abuse and Online Behaviour

Our Commitment

At Waterloo Primary School, every child has the right to feel safe, respected and valued. We are committed to creating a culture where positive relationships flourish, diversity is celebrated and any behaviour that causes harm to another person is addressed promptly, consistently and effectively.

Bullying, child-on-child abuse, discrimination and harmful online behaviour have no place within our school community. We adopt a preventative, educative and restorative approach wherever appropriate, whilst recognising that some incidents require immediate safeguarding action.

Children are encouraged to speak openly to trusted adults and are taught that reporting concerns is an act of courage and responsibility. Every concern will be listened to, taken seriously and investigated appropriately.

Bullying

Bullying is deliberate, repeated behaviour intended to hurt, intimidate or isolate another person.

It may be:

- physical;
- verbal;
- emotional;
- social;
- online (cyberbullying);
- prejudice-based, including racist, sexist, homophobic, biphobic, transphobic or disability-related bullying.

Bullying differs from occasional disagreements or friendship difficulties because it involves repeated behaviour and an imbalance of power.

While all unkind behaviour is addressed, not every disagreement between children constitutes bullying.

Our Response to Bullying

All reports of bullying will be taken seriously.

Where concerns are raised, the school will:

- listen carefully to everyone involved;
- investigate thoroughly;
- keep appropriate records;
- inform parents or carers where appropriate;
- implement measures to protect those affected;
- apply appropriate consequences;
- provide restorative opportunities where appropriate and safe to do so; and
- monitor the situation to ensure the behaviour has stopped.

Support will always be provided to the child experiencing bullying, while recognising that children displaying bullying behaviours also require education, accountability and support to change.

Child-on-Child Abuse

We recognise that children are capable of abusing other children.

Such behaviour may include:

- physical abuse;
- emotional abuse;
- sexual harassment;
- sexual violence;
- initiation or hazing behaviours;
- coercive or controlling behaviour;
- image-based abuse;
- online abuse; or
- any behaviour that causes significant harm.

These behaviours will never be dismissed as ‘banter’, ‘falling out’, ‘part of growing up’ or ‘just children being children.’

All concerns will be managed in accordance with Keeping Children Safe in Education and the school’s Child Protection and Safeguarding Policy.

Safeguarding procedures will always take precedence over behaviour procedures where appropriate.

Sexual Harassment and Sexual Violence

Waterloo Primary School maintains a zero-tolerance approach to sexual harassment and sexual violence.

Children are explicitly taught about:

- healthy relationships;
- personal boundaries;
- consent;
- respect;
- equality;
- online safety; and
- seeking help from trusted adults.

Any allegation of sexual harassment or sexual violence will be managed immediately by the Designated Safeguarding Lead (DSL) in accordance with statutory safeguarding guidance.

The wishes, wellbeing and safety of the child affected will remain central throughout the process.

Discriminatory Behaviour

We celebrate diversity and are proud of our inclusive school community.

Behaviour motivated by prejudice or discrimination, including that relating to race, religion, disability, sex, sexual orientation, gender identity or any other protected characteristic, will always be challenged.

Incidents will be:

- recorded;
- investigated;
- addressed through appropriate consequences;
- reported in accordance with local authority procedures where required; and
- used as opportunities for education and reflection.

Children are taught to understand that words and actions can cause lasting harm, even where no offence was intended.

Online Behaviour

The standards of behaviour expected within school also apply online.

Children are expected to demonstrate the same respect, honesty and responsibility when using technology as they do during face-to-face interactions.

Behaviour occurring outside school, including online, may be addressed where it:

- causes harm to another member of the school community;
- affects the wellbeing of pupils or staff;
- brings the school into disrepute;
- involves bullying or harassment; or
- creates safeguarding concerns.

Parents and carers are encouraged to work closely with the school to promote safe, respectful and responsible online behaviour.

Education and Prevention

The most effective way to reduce harmful behaviour is to prevent it.

Through our Personal Development curriculum, assemblies, Behaviour Curriculum and wider school life, children are explicitly taught:

- respectful relationships;
- empathy;
- conflict resolution;
- online safety;
- diversity and inclusion;
- recognising unsafe behaviour;
- seeking support from trusted adults;
- responsible use of technology; and
- how to live our SHINE Values.

Creating a culture of kindness, belonging and mutual respect remains our most powerful strategy for preventing bullying and abuse.

Working with Families

Parents and carers are valued partners in promoting positive relationships and keeping children safe.

Where concerns arise, we will work openly and honestly with families, ensuring that they are informed appropriately, supported throughout the process and involved in planning next steps wherever possible.

Strong relationships between home and school help ensure that concerns are addressed promptly and positive outcomes are achieved for all children.

Guiding Principle

Children should never feel frightened to come to school because of the behaviour of others. Every child has the right to belong, to feel safe and to learn without fear.



Recording, Monitoring and Quality Assurance

Using Information to Improve Outcomes

At Waterloo Primary School, accurate recording and careful analysis of behaviour information enables us to provide the right support for children, evaluate the effectiveness of our approaches and continually improve our practice.

Behaviour records are not kept simply as a record of poor behaviour. They provide valuable information that helps us identify patterns, recognise emerging needs, evaluate interventions and ensure that children receive timely and appropriate support.

Our approach to monitoring reflects our belief that every behaviour communicates something. By analysing behaviour thoughtfully, we are better able to understand barriers, reduce future incidents and improve outcomes for all pupils.

Behaviour Smart

Waterloo Primary School uses Behaviour Smart as its whole-school behaviour management and recording system.

Behaviour Smart provides a consistent platform for recording behaviour incidents, monitoring trends over time and supporting professional decision-making. It also supports the development, implementation and review of Behaviour Support Plans and other behaviour-related documentation where appropriate.

Staff are expected to record behaviour accurately, objectively and in a timely manner in accordance with agreed school procedures.

Behaviour records should:

- be factual and professional;
- describe behaviours rather than opinions;
- identify any actions taken;
- record any restorative actions or follow-up;
- identify any safeguarding concerns where appropriate; and
- support future planning and intervention.

Behaviour Smart should never be viewed simply as a recording tool. It is a means of improving support for children and strengthening consistency across the school.

Recording Behaviour

Not every behaviour requires a formal record.

The majority of low-level incidents are managed successfully through high-quality classroom practice, positive relationships and the five-step behaviour response outlined within this policy.

Formal recording is required where:

- behaviour is repeated or forms part of an emerging pattern;
- behaviour requires leadership involvement;
- behaviour results in removal from the classroom;
- physical intervention has been used;
- behaviour results in suspension or exclusion;
- bullying or discriminatory behaviour is alleged;
- safeguarding concerns are identified;

- a Behaviour Support Plan is required or reviewed; or
- leaders request monitoring of an individual pupil.

This proportionate approach ensures that staff focus their time on supporting children whilst maintaining appropriate records where they add value.

Monitoring Behaviour

Behaviour information is reviewed regularly by school leaders to ensure that our systems remain fair, effective and inclusive.

Monitoring enables leaders to:

- identify patterns across classes, year groups and key stages;
- identify pupils requiring additional support;
- evaluate the impact of interventions, including the SHINE Programme;
- monitor the effectiveness of Behaviour Support Plans;
- identify any disproportionality between different groups of pupils;
- ensure consistency in staff responses;
- evaluate the use of removal, suspension and restrictive physical intervention; and
- identify professional development needs for staff.

Behaviour data is used to improve practice, not to label children.

Quality Assurance

Senior leaders maintain oversight of behaviour through regular quality assurance activities.

This includes:

- reviewing Behaviour Smart records;
- monitoring classroom practice;
- learning walks and lesson visits;
- pupil voice;
- discussions with staff;
- feedback from parents and carers;
- review of Behaviour Support Plans;
- evaluation of the SHINE Programme; and
- analysis of whole-school behaviour trends.

This ongoing evaluation ensures that the policy is implemented consistently and continues to reflect the needs of our pupils and community.

Professional Reflection

At Waterloo Primary School, we recognise that effective behaviour management requires continual reflection and development.

Behaviour information is therefore used not only to identify pupils requiring support, but also to strengthen professional practice across the school.

Where patterns emerge, leaders consider:

- whether expectations have been taught explicitly;
- whether reasonable adjustments have been made where appropriate;
- whether additional staff training is required;
- whether classroom routines remain consistent;
- whether further pastoral or SEND support is needed; and
- whether existing interventions are having the intended impact.

This reflective approach enables us to continually refine our practice whilst maintaining consistently high expectations for every child.

Reporting to Governors

The Governing Body receives regular reports on behaviour, attendance and inclusion to enable effective strategic oversight.

Reports may include information relating to:

- behaviour trends across the school;
- suspensions and permanent exclusions;
- incidents of bullying or discriminatory behaviour;
- use of restrictive physical intervention;
- effectiveness of the SHINE Programme;
- Behaviour Support Plans and graduated support;
- attendance alongside behaviour where relevant; and
- the impact of school improvement priorities relating to behaviour and inclusion.

This enables governors to provide appropriate challenge and support whilst ensuring that the school's behaviour culture remains aligned with its vision and values.

Guiding Principle

We do not collect behaviour information to measure failure. We use it to identify need, celebrate success, strengthen practice and ensure that every child receives the support they need to flourish.

Appendix A: The Waterloo Adult Pledge

Every interaction matters.

As adults, we have the greatest influence on the culture of our school. Children deserve adults who are calm, consistent and compassionate, who hold high expectations whilst building strong relationships, and who believe that every child can succeed.

At Waterloo Primary School, I commit to:

I will...

- build positive relationships with every child.
- greet children warmly and positively each day.
- teach behaviour as deliberately as I teach the curriculum.
- model the SHINE Values in everything I do.
- remain calm, even when others are not.
- use respectful language at all times.
- recognise positive choices frequently and sincerely.
- protect every child's dignity.
- avoid confrontation, humiliation and sarcasm.
- give children the opportunity to make good choices.
- follow through consistently with agreed expectations.
- seek first to understand before responding.
- repair relationships following difficult moments.
- work collaboratively with colleagues and families.
- never stop believing that every child can improve.

I understand that consistency begins with adults and that every interaction contributes to the culture of Waterloo Primary School.

I am proud to play my part in creating a school where everyone belongs, everyone matters and everyone can SHINE.

Name: _____

Signature: _____

Date: _____

Appendix B: Consistent Language and Behaviour Scripts

Purpose

The purpose of these scripts is not to prescribe conversations or remove professional judgement. Rather, they provide a shared approach to communication that reflects the values, expectations and culture of Waterloo Primary School.

Every member of staff brings their own personality, experience and strengths to their role. However, children benefit when adults communicate in a calm, respectful and consistent manner.

These examples provide a common language that helps children know what to expect, reduces confrontation and strengthens relationships across the school.

Adults should always:

- remain calm and emotionally regulated;
- speak respectfully;
- preserve the child's dignity;
- use the language of our school rules and SHINE Values;
- allow appropriate take-up time;
- avoid public confrontation wherever possible; and
- finish every interaction by restoring the relationship.

These scripts are examples, not a script to be memorised. The aim is consistency of approach, not identical wording. Use your own voice while remaining calm, respectful and aligned with the values and expectations of Waterloo Primary School.

1. Meet and Greet

Every child should be welcomed positively.

Examples include:

"Good morning, Jack. It's lovely to see you."

"Morning, Olivia. Ready for a great day?"

"Welcome back, Ahmed. I'm really pleased you're here."

Children should enter classrooms knowing they belong.

2. Recognising Positive Behaviour

Recognition should always be specific.

Instead of:

"Good boy."

"Well done."

Use:

"Thank you for showing Respect by listening so carefully."

"You really Strived with that piece of work."

"That was a lovely example of Inclusion."

"I noticed how honest you were. Thank you."

"You're showing exactly what Excellence looks like."

Whenever possible, name the behaviour, not the child.

3. Giving a Reminder

Reminders should be brief, calm and private wherever possible.

Examples:

"Remember our expectation is to Be Ready."

"Thank you for showing me listening."

"Let's try that again."

"Show me what being respectful looks like."

Avoid lengthy explanations.

Give children the opportunity to respond independently.

4. Giving a Choice

Choices should always be calm, respectful and clear.

Examples:

"You have a choice. You can join in with the lesson now, or you'll need some time to reflect before returning."

"It's your choice. I know you'll make the right one."

"I'm giving you some thinking time."

Never issue an ultimatum that cannot be followed through.

5. Take-Up Time

After giving an instruction:

- walk away;
- support another pupil;
- avoid staring at the child;
- allow processing time;
- return later if necessary.

Children should feel trusted to make the right choice.

6. Redirecting Off-Task Behaviour

Keep redirection low-key.

Examples:

"Let's get back on track."

"How can I help you get started?"

"Show me the first sentence."

"Let's do the first question together."

Focus on success rather than failure.

7. Addressing Refusal

Remain calm. Do not argue.

Examples:

"I'm not going to argue with you."

"I'll give you a minute to think."

"We'll talk when you're ready."

"I'm here to help you be successful."

If necessary, follow the school's behaviour response.

8. During Dysregulation

Children cannot always access logical thinking when emotionally overwhelmed.

Adults should:

- lower their voice;
- reduce language;
- offer reassurance;
- create space;
- reduce audience;
- avoid asking multiple questions.

Examples:

"You're safe."

"I'm here."

"Take your time."

"We'll sort this together."

Avoid:

"Calm down."

"What's wrong with you?"

"If you don't stop..."

9. Restorative Conversations

Only once everyone is calm.

Questions may include:

"Tell me what happened."

"What were you thinking at the time?"

"Who has been affected?"

"How do you think they felt?"

"What needs to happen now?"

"How can I help you make tomorrow even better?"

The aim is understanding, accountability and repair.

10. Reintegration

Following reflection, removal or suspension.

Examples:

"It's good to have you back."

"Yesterday is finished."

"Today is a fresh start."

"I'm pleased you're here."

Never:

- revisit the incident unnecessarily;
- make sarcastic comments;
- allow previous behaviour to define today's relationship.

11. Speaking with Parents

Always begin positively.

For example:

"Thank you for taking my call. I wanted to speak to you about something that happened today, but also to work together on how we can help."

Be factual. Avoid blame. Describe behaviour, not personality.

Finish with:

"Thank you for working with us. We'll keep you updated."

12. Difficult Meetings

Keep conversations solution-focused.

Useful phrases include:

"Help me understand..."

"Can we explore that together?"

"Our shared goal is..."

"What support do you think would help?"

"Let's agree our next steps."

Remain calm. Avoid becoming defensive.

13. Language We Avoid

At Waterloo, we avoid language that labels, humiliates or escalates.

Rather than saying:

"What's wrong with you?"

"How many times have I told you?"

"You're being naughty."

"If you do that again..."

"Calm down."

"Because I said so."

"You're always..."

Say:

"Help me understand what happened."

"Let's try that again."

"That choice wasn't safe/respectful/ready."

"You have a choice..."

"Take your time. I'm here."

"This is the expectation because..."

"Let's focus on what happens next."

Guiding Principle

Our words shape our culture. Every conversation is an opportunity to teach, strengthen relationships and reinforce the values that make Waterloo Primary School a place where everyone belongs, everyone matters and everyone can SHINE.

Appendix C: Restorative Conversation Framework

Repairing Relationships

At Waterloo Primary School, we believe that behaviour incidents should end with learning, understanding and restored relationships.

Restorative conversations are not designed to allocate blame or force apologies. Instead, they help children understand the impact of their behaviour, take responsibility for their choices and consider how they can make better decisions in the future.

These conversations should only take place once everyone involved is calm and emotionally regulated.

Before You Begin

Before holding a restorative conversation, ask yourself:

- Is the child calm enough to engage?
- Am I calm enough to lead the conversation?
- Does the child understand why we are talking?
- Is this the right time and place?

If the answer to any of these questions is "no", delay the conversation until everyone is ready.

The Waterloo Restorative Conversation

1. What happened?

- Allow the child to explain.
- Listen without interrupting.
- Avoid assumptions.

2. What were you thinking or feeling at the time?

- Help the child reflect.
- Separate emotions from behaviour.

3. Who has been affected?

- Encourage empathy.
- Help the child understand the impact of their choices.

4. What do you think they might have been thinking or feeling?

- Develop perspective-taking.
- Avoid judgement.

5. What needs to happen now?

Focus on repairing harm.

This may include:

- apologising;
- repairing damaged property;

- completing missed learning;
- rebuilding trust;
- agreeing future strategies.

6. What will you do differently next time?

This is the most important question. Children should leave with a clear plan for future success.

Adult Reflection

Every restorative conversation should end with the adult considering:

- Have I preserved the child's dignity?
- Have I taught rather than lectured?
- Have I strengthened our relationship?
- Does the child know I still believe in them?
- Is any further support required?

Remember:

- Restoration does not remove accountability.
- Accountability does not remove relationships.

Children should leave every restorative conversation knowing:

- the behaviour was not acceptable;
- they have repaired any harm where possible;
- they remain a valued member of our school community; and
- tomorrow is a fresh start.

Correct behaviour. Protect dignity. Restore relationships.

Appendix D – The Waterloo Behaviour Curriculum

Behaviour is Part of Our Curriculum

At Waterloo Primary School, we believe that positive behaviour is not simply expected. It is explicitly taught, modelled, practised and revisited throughout a child's time with us.

Just as our academic curriculum is carefully sequenced, so too is our Behaviour Curriculum. Children build increasingly sophisticated knowledge, understanding and skills over time, enabling them to become confident learners, responsible citizens and positive members of our school community.

The Behaviour Curriculum supports children to understand how to behave, how to regulate their emotions, how to build positive relationships, how to contribute to a calm and purposeful learning environment, and how to live our SHINE Values.

It is taught through everyday routines, adult modelling, assemblies, the Personal Development curriculum, restorative conversations, playtimes, lunchtimes, educational visits, leadership opportunities and the wider life of the school.

Behaviour is never assumed. It is taught deliberately and consistently.

Behaviour is Developmental

At Waterloo Primary School, we recognise that behaviour develops over time and that children progress at different rates.

Whilst this Behaviour Curriculum identifies the knowledge, skills and behaviours typically taught at each stage of school life, pupils are not expected to progress through the curriculum solely according to their chronological age.

Some pupils, particularly those with identified SEND, communication and interaction needs, social, emotional and mental health needs, or complex learning profiles, may require teaching from earlier stages of the Behaviour Curriculum. Others may need aspects of the curriculum revisited regularly or taught through adapted approaches.

This reflects our commitment to equity rather than equality. Fairness does not always mean every child receiving the same teaching or support. Fairness means every child receiving what they need in order to experience success.

Adults begin with a child's developmental stage, not simply their age.

The expectation remains that every child will be supported to make meaningful progress, develop increasing independence and experience a genuine sense of belonging within the Waterloo community.

The Five Strands of the Behaviour Curriculum

The Waterloo Behaviour Curriculum is organised into five strands:

- **School Routines**
How children move through school, follow expectations, manage transitions and contribute to a calm environment.
- **Self-Regulation**
How children recognise emotions, manage feelings, recover from setbacks and develop increasing independence in regulating themselves.
- **Relationships**
How children build friendships, work with others, resolve conflict, show empathy and contribute positively to the school community.
- **Learning Behaviours**

How children engage with learning, persevere through challenge, respond to feedback and take pride in their work.

- **SHINE Character Development**

How children develop and demonstrate Waterloo's SHINE Values:

- Strive – We embrace challenge and always give our best.
- Honesty – We act with integrity and take responsibility.
- Inclusion – Everyone belongs and everyone is valued.
- Nurture – We care for ourselves, each other and our community.
- Excellence – We take pride in everything we do.

Teaching the Behaviour Curriculum within Specialist Provision

The Waterloo Behaviour Curriculum is delivered across both mainstream classes and specialist provision.

Children within our specialist provisions follow the same Behaviour Curriculum as their mainstream peers, but teaching is adapted to reflect individual developmental needs, communication styles, sensory profiles, EHCP outcomes and personal starting points.

For some pupils, learning may begin within the Pre-Foundations or Foundations stages regardless of chronological age. Others may progress across different strands of the Behaviour Curriculum at different rates. For example, a pupil may demonstrate secure routines but require significant support with self-regulation, or may show strong learning behaviours while continuing to need adult support with relationships.

This reflects our understanding that development is not always linear and that behaviour, communication and emotional regulation develop differently for every child.

Adults within specialist provision may adapt delivery through:

- intensive relationship-based practice;
- Team Teach-informed co-regulation and anxiety reduction strategies;
- total communication approaches;
- visual supports and structured routines;
- sensory regulation strategies;
- Attention Autism approaches where appropriate;
- social stories and comic strip conversations;
- Zones of Regulation or equivalent approaches where appropriate;
- structured play;
- repetition and overlearning;
- task analysis;
- reduced language;
- increased processing time;
- intensive modelling;
- personalised motivators;
- planned regulation breaks;
- EHCP-linked targets; and
- celebration of small but significant steps in progress.

The expectation remains that every child will develop increasing independence, emotional regulation and positive relationships. However, the pathway towards these outcomes will be personalised.

Behaviour Curriculum Delivery

The Waterloo Behaviour Curriculum is explicitly taught, modelled and revisited throughout the academic year.

It is embedded through:

- daily modelling by all adults;
- explicit teaching of routines, expectations and behaviours;
- the Personal Development curriculum;
- assemblies and collective worship;
- classroom discussion and reflection;
- restorative conversations;
- playtimes and lunchtimes;
- educational visits and residential experiences;
- leadership opportunities;
- the SHINE Programme;
- specialist provision practice;
- Team Teach-informed approaches;
- parent and carer partnership;
- recognition through Golden Tickets, WOW Cards and Celebration Assemblies; and
- regular revisiting after school holidays, periods of absence or whenever routines need refreshing.

The Behaviour Curriculum should be revisited particularly:

- at the beginning of each academic year;
- after every school holiday;
- following periods of instability or change;
- when new pupils join the school;
- when routines begin to slip;
- before educational visits or special events;
- before transition points; and
- when individual pupils or groups require additional teaching.

Using the Behaviour Curriculum to Support Pupils

The Behaviour Curriculum should be used proactively to support pupils before difficulties become entrenched.

Where a pupil is finding behaviour expectations difficult, adults should consider:

- which strand of the Behaviour Curriculum requires further teaching;
- whether the pupil is being supported at the correct developmental stage;
- whether expectations have been modelled and practised sufficiently;
- whether reasonable adjustments are required;
- whether communication needs are affecting behaviour;
- whether sensory or emotional regulation needs are contributing to difficulty;
- whether the pupil would benefit from targeted pastoral support;
- whether a Behaviour Support Plan is required; and
- whether the SHINE Programme should be considered as part of the graduated response.

This ensures that behaviour is understood as something to be taught and developed, rather than simply corrected.

Reviewing the Behaviour Curriculum

Like all areas of the curriculum, the Behaviour Curriculum is reviewed regularly to ensure that it reflects the needs of our pupils and the values of Waterloo Primary School.

Leaders evaluate its impact through:

- Behaviour Smart analysis;

- behaviour trends;
- pupil voice;
- staff feedback;
- observations of routines and conduct;
- learning walks;
- attendance and punctuality data;
- analysis of suspensions and serious incidents;
- review of Behaviour Support Plans;
- feedback from specialist provision staff;
- parent and carer feedback; and
- evaluation of the SHINE Programme.

Where patterns indicate that pupils are finding a particular routine, behaviour or expectation difficult, leaders consider whether the curriculum needs to be retaught, adapted or strengthened.

Final Principle

Our ambition is not for every child to be on the same stage of the Behaviour Curriculum.

Our ambition is for every child to make meaningful progress from their own starting point, while experiencing success, belonging and the highest possible expectations.

At Waterloo Primary School, behaviour is taught, relationships are protected, and every child is supported to SHINE.

The Behaviour Curriculum

Developmental Stage	Typical Year Group / Provision	School Routines	Self-Regulation	Relationships	Learning Behaviours	SHINE Character Development	How Adults Teach This
Pre-Foundations	Pupils working below 2-year developmental level, including some pupils within specialist provision	Respond to familiar adults and routines; experience consistent daily patterns; begin to tolerate transitions with high levels of adult support; engage with simple visual, sensory or object cues; experience safe movement within a structured environment.	Experience co-regulation from trusted adults; begin to show comfort, discomfort or preference; develop tolerance of adult support; begin to recover from distress with adult help; access sensory regulation as appropriate.	Build secure relationships with key adults; begin to show awareness of others; engage in parallel or supported interaction; communicate needs through gesture, vocalisation, objects, visuals or other communication systems.	Engage briefly with motivating activities; develop shared attention; explore resources with adult support; begin to anticipate familiar routines; experience success through highly personalised activities.	Experience belonging, safety and nurture; begin to develop trust in adults; celebrate small steps of progress; experience success as part of the school community.	Adults use intensive relationship-based practice; co-regulate before expecting self-regulation; use total communication approaches; use sensory regulation; use repetition and overlearning; reduce language; provide high levels of modelling; celebrate every small step immediately.
Foundations	2-Year Provision	Separate from familiar adults with support; follow simple daily routines; respond to visual and verbal prompts; tidy with adult support; move safely around the setting.	Recognise basic emotions; accept comfort from trusted adults; wait briefly for turns; begin transitioning between activities with support.	Play alongside others; respond to own name; use kind hands; begin sharing resources; seek help from familiar adults.	Explore independently; join short adult-led activities; develop curiosity; persevere for short periods.	Begin showing kindness; care for resources; help others with support; celebrate success.	Adults build secure relationships; model every routine; use visual prompts; narrate emotions; practise transitions daily; keep language simple and consistent; reinforce success immediately.
Early	Nursery	Follow classroom routines; line up with support; transition calmly; sit for short carpet sessions; tidy independently.	Name basic emotions; begin using calming strategies; ask for help appropriately; cope with minor disappointments.	Take turns; share fairly; use kind words; include others; begin resolving simple disagreements with adult support.	Listen attentively; maintain focus for increasing periods; complete simple tasks; begin showing resilience.	Demonstrate Strive through perseverance; show Nurture through kindness; show Inclusion through play.	Adults teach through play; model turn-taking; use stories, songs and role play; provide visual supports; practise routines repeatedly; give immediate, specific praise linked to SHINE.
Developing	Reception	Organise belongings independently; enter school confidently; follow whole-class routines; move safely around school; participate appropriately in assemblies.	Recognise feelings; use taught regulation strategies; recover from setbacks; begin regulating independently.	Work with different partners; solve simple disagreements; show empathy; ask for help respectfully.	Sustain concentration; work independently; contribute positively; persevere when challenged.	Understand and demonstrate all five SHINE Values in everyday school life.	Adults explicitly teach classroom routines; model emotional vocabulary; use social stories where appropriate; practise transitions; use visual timetables; celebrate SHINE Values through specific recognition.
Secure	Year 1	Follow routines independently; organise equipment; transition efficiently; maintain classroom expectations throughout the day.	Recognise emotional triggers; use simple regulation strategies; accept mistakes positively; build resilience.	Listen without interrupting; cooperate with others; resolve simple conflict with support; respect others' views.	Stay focused; attempt challenge confidently; respond positively to feedback; complete tasks independently.	Demonstrate Strive, Honesty and Inclusion through everyday choices.	Adults rehearse routines after holidays and transitions; model listening and partner work; give children language for emotions; use short reflection conversations; praise effort, responsibility and inclusion.
Independent	Year 2	Manage routines confidently; prepare for learning promptly; demonstrate independence throughout the school day.	Develop emotional vocabulary; manage frustration appropriately; use regulation strategies with increasing independence.	Work collaboratively; resolve disagreements respectfully; demonstrate honesty and accountability.	Organise learning effectively; maintain focus; take pride in presentation; develop learning stamina.	Recognise how SHINE Values strengthen friendships, learning and the wider school community.	Adults coach children to solve minor problems; model accountability; teach strategies for managing frustration; encourage children to explain how they have demonstrated SHINE.
Responsible	Year 3	Organise learning independently; transition purposefully; maintain high expectations with fewer reminders.	Recognise personal triggers; select appropriate regulation strategies; recover positively from setbacks.	Work effectively in groups; resolve conflict maturely; show empathy and respect for different viewpoints.	Demonstrate resilience; accept constructive feedback; persevere through challenge; work with increasing independence.	Apply SHINE Values consistently and begin acting as positive role models for younger pupils.	Adults use coaching conversations; teach children to identify triggers; model respectful disagreement; provide opportunities for responsibility; use restorative questions to build accountability.
Leadership	Year 4	Maintain excellent routines independently; support younger pupils where appropriate; demonstrate responsibility across school.	Manage emotions appropriately; demonstrate resilience during challenge; seek support proactively when required.	Engage in respectful debate; celebrate diversity; demonstrate digital responsibility; collaborate effectively.	Sustain concentration over extended periods; show increasing independence; take ownership of learning.	Demonstrate Excellence through pride, responsibility and positive contribution to school life.	Adults provide leadership opportunities; facilitate respectful debate; teach digital responsibility explicitly; encourage self-reflection; use peer collaboration deliberately.
Influence	Year 5	Model expectations consistently; demonstrate independence in all routines; prepare for increased leadership responsibilities.	Demonstrate mature emotional regulation; support others appropriately; respond positively to challenge and disappointment.	Mentor younger pupils where appropriate; resolve conflict independently; demonstrate positive leadership.	Work independently; organise learning effectively; demonstrate resilience and self-motivation; take increasing ownership of progress.	Live the SHINE Values consistently and encourage others through leadership and example.	Adults coach rather than direct; provide mentoring opportunities; encourage pupils to evaluate their choices; model leadership through service; support pupils to understand their influence on others.
Ambition	Year 6	Exemplify Waterloo expectations; lead by example; prepare confidently for secondary school routines.	Demonstrate strong self-awareness; regulate emotions independently; respond constructively to challenge, uncertainty and change.	Resolve conflict maturely; support peers; demonstrate integrity, compassion and leadership within the school community.	Demonstrate independence, resilience, organisation and self-motivation; prepare successfully for the expectations of secondary education.	Embody the SHINE Values as ambassadors for Waterloo Primary School, leaving as confident, respectful and responsible young people.	Adults provide opportunities for pupil leadership; encourage independence; support preparation for secondary school; facilitate mature reflection; expect pupils to model the culture of the school for others.

Appendix E – Classroom and Whole-School Routines

Purpose

At Waterloo Primary School, we believe that strong routines create calm, safe and purposeful learning environments.

Routines reduce uncertainty, support independence and help children understand what is expected of them in every part of the school day. They are particularly important for pupils who may experience anxiety, communication difficulties, sensory needs or social, emotional and mental health needs.

Routines are not simply procedures. They are part of our Behaviour Curriculum and are explicitly taught, modelled, practised and revisited until they become habits.

Adults are responsible for teaching routines clearly and consistently. Children are responsible for practising them and using them to help themselves and others succeed.

Principles for Teaching Routines

All routines at Waterloo are taught using the following approach:

- **Explain**
Adults explain the routine clearly and why it matters.
- **Model**
Adults show children what the routine looks like.
- **Practise**
Children rehearse the routine until it is secure.
- **Praise**
Adults recognise children who meet the expectation.
- **Revisit**
Routines are retaught whenever standards slip.

When routines are not followed, adults do not assume defiance. The first response is to reteach, remodel and practise again.

Waterloo's Core Routine Expectations

Across all areas of school, pupils are taught to:

- be safe;
- be respectful;
- be ready;
- move calmly;
- listen carefully;
- follow instructions first time;
- care for the environment;
- show the SHINE Values; and
- represent Waterloo with pride.

1. Morning Arrival

What Children Are Taught

Children are taught to:

- enter school calmly;
- greet adults politely;
- organise belongings independently where developmentally appropriate;
- follow the morning routine immediately;
- begin the first task or activity without delay;
- treat others kindly; and
- start each day positively.

What Adults Do

Adults:

- welcome children warmly;
- greet pupils by name wherever possible;
- notice children who arrive ready;
- support children who may find separation or arrival difficult;
- model calmness and positivity;
- ensure the classroom environment is ready before children arrive; and
- use arrival time to set the emotional tone for the day.

Key Message

Every child should feel, “I am welcome here. Today is a fresh start.”

2. Classroom Entry

What Children Are Taught

- Children are taught to:
- enter the classroom calmly;
- move directly to their place or first task;
- prepare equipment;
- use a quiet voice;
- follow the agreed start-of-lesson routine; and
- begin learning promptly.

What Adults Do

Adults:

- meet and greet children positively;
- ensure learning begins immediately;
- give clear instructions;
- use visual prompts where helpful;
- praise pupils who are ready quickly; and
- calmly redirect pupils who need support.

Reset Routine

If entry is not calm, the adult may stop the class and reteach the routine. This may include asking pupils to return to the doorway and practise entering again successfully. **This is not a punishment. It is practice.**

3. Attention and Listening

What Children Are Taught

Children are taught that when an adult gives the agreed attention signal, they:

- stop;
- look;
- listen;
- remain silent;
- track the speaker where appropriate; and
- wait for the next instruction.

What Adults Do

Adults:

- use a consistent attention signal;
- wait until all pupils are listening before continuing;
- avoid talking over pupils;
- praise pupils who respond quickly;
- reteach the routine where needed; and
- make expectations explicit.

Key Message

Listening is an act of respect.

4. Learning Time

What Children Are Taught

Children are taught to:

- participate positively;
- try their best;
- ask for help appropriately;
- stay on task;
- work cooperatively where required;
- use equipment responsibly;
- take pride in presentation; and
- persevere when learning is challenging.

What Adults Do

Adults:

- provide clear explanations and modelling;
- ensure pupils know what successful learning looks like;
- circulate actively;
- notice effort and improvement;
- support pupils before frustration escalates;
- maintain high expectations for presentation and effort; and
- link learning behaviours to the SHINE Values.

Key Message

Being ready to learn means trying, thinking and taking pride.

5. Transitions Within Lessons

What Children Are Taught

Children are taught to:

- move between activities calmly;
- listen carefully to transition instructions;
- collect and return equipment sensibly;
- work within the agreed time;
- avoid unnecessary talking or movement; and
- help keep the classroom orderly.

What Adults Do

Adults:

- give clear, concise instructions;
- break transitions into simple steps;
- use timers or visual prompts where helpful;
- praise efficient transitions;
- support pupils who find change difficult; and
- reteach transitions when standards slip.

6. Lining Up

What Children Are Taught

Children are taught to:

- line up calmly;
- stand in the agreed order where appropriate;
- keep hands and feet to themselves;
- face the front;
- use quiet voices or silence as directed;
- leave appropriate space; and
- be ready to move.

What Adults Do

Adults:

- position themselves where they can see the whole line;
- give clear expectations before movement begins;
- avoid moving until the line is ready;
- praise pupils demonstrating the routine; and
- practise again where expectations are not met.

Key Message

We line up safely and respectfully because movement around school affects everyone.

7. Corridors and Movement Around School

What Children Are Taught

Children are taught to:

- walk calmly;
- keep to the agreed side where applicable;
- use quiet voices or silence as directed;
- hold doors where appropriate;
- respect displays and property;
- allow others to pass safely; and
- represent their class positively.

What Adults Do

Adults:

- lead or position themselves strategically;
- model calm movement;
- correct unsafe movement immediately;
- recognise classes moving well;
- avoid shouting along corridors; and
- ensure transitions do not disturb learning.

Reset Routine

Where movement is unsafe or disruptive, pupils may be asked to return and practise the transition again.

8. Cloakrooms and Belongings

What Children Are Taught

Children are taught to:

- hang coats and bags carefully;
- look after their own belongings;
- respect the belongings of others;
- avoid crowding;
- move in and out calmly; and
- keep cloakroom areas tidy.

What Adults Do

Adults:

- supervise busy times where needed;
- teach organisation explicitly;
- support younger pupils and pupils with additional needs;
- encourage independence; and
- address unkind or unsafe behaviour immediately.

9. Toilets

What Children Are Taught

Children are taught to:

- use toilets appropriately;
- respect privacy;
- wash hands;
- keep the area clean;
- report concerns to an adult;
- return to learning promptly; and
- use facilities safely and respectfully.

What Adults Do

Adults:

- allow reasonable access to toilets;
- monitor patterns where necessary;
- respond to concerns sensitively;
- maintain dignity and privacy;
- report site or safeguarding concerns promptly; and
- support pupils with medical, developmental or SEND needs appropriately.

10. Playtime

What Children Are Taught

Children are taught to:

- play safely;
- include others;
- use equipment appropriately;
- follow adult instructions;
- use kind words;
- seek help when needed;
- resolve minor disagreements respectfully; and
- line up promptly at the end of play.

What Adults Do

Adults:

- actively supervise;
- position themselves strategically;
- notice positive play;
- intervene early where difficulties arise;
- support inclusion;
- use restorative language;
- record significant incidents where required; and
- communicate concerns to class teachers or leaders.

Key Message

Playtime is for safe, kind and inclusive play.

11. Lunchtime and Dining Hall

What Children Are Taught

Children are taught to:

- line up calmly;
- use good manners;
- speak respectfully to staff and peers;
- sit appropriately;
- eat sensibly;
- clear away as expected;
- follow dining hall routines;
- move safely; and
- show gratitude and respect.

What Adults Do

Adults:

- model polite interactions;
- reinforce expectations positively;
- support pupils who find lunchtime difficult;
- communicate concerns to class staff or pastoral staff;
- ensure pupils feel safe and included; and
- recognise pupils demonstrating SHINE Values.

Key Message

The dining hall is part of our school community and expectations remain high.

12. Assemblies and Collective Worship

What Children Are Taught

Children are taught to:

- enter and leave calmly;
- sit appropriately;
- listen respectfully;
- participate when invited;
- celebrate the success of others;
- reflect quietly where appropriate; and
- represent their class with pride.

What Adults Do

Adults:

- model respectful participation;

- position themselves to support pupils;
- address low-level disruption discreetly;
- praise classes meeting expectations;
- support pupils with sensory or regulation needs; and
- ensure assemblies reinforce school values and belonging.

13. End of Day

What Children Are Taught

Children are taught to:

- tidy their area;
- collect belongings calmly;
- listen to final instructions;
- leave safely;
- say goodbye respectfully; and
- end the day positively.

What Adults Do

Adults:

- allow enough time for an orderly end to the day;
- ensure pupils have necessary belongings;
- communicate key messages clearly;
- supervise dismissal carefully;
- share positives with parents where possible; and
- ensure pupils leave with dignity, even if the day has been difficult.

Key Message

Every child should leave school knowing tomorrow is a fresh start.

14. Visitors and Wider School Community

What Children Are Taught

Children are taught to:

- greet visitors politely;
- show pride in Waterloo;
- demonstrate excellent manners;
- move calmly around visitors;
- answer questions respectfully; and
- represent the school positively.

What Adults Do

Adults:

- model professional courtesy;
- prepare pupils for visitors where appropriate;
- reinforce expectations before events;

- recognise pupils who represent the school well; and
- ensure visitors experience the culture of Waterloo positively.

15. Educational Visits and Residentials

What Children Are Taught

Children are taught to:

- represent Waterloo with pride;
- follow adult instructions first time;
- stay with the group;
- use safe and respectful behaviour;
- show gratitude to hosts and visitors;
- look after belongings;
- demonstrate independence where appropriate; and
- live the SHINE Values beyond the school gates.

What Adults Do

Adults:

- teach expectations before the visit;
- revisit safety routines regularly;
- use clear groupings and instructions;
- recognise positive behaviour throughout;
- respond swiftly to unsafe behaviour;
- support pupils with additional needs through planning and reasonable adjustments; and
- ensure all pupils can access the experience successfully wherever possible.

16. Supply Staff and Visitors Working with Pupils

What Children Are Taught

Children are taught that the same expectations apply with every adult.

They are expected to:

- follow the three school rules;
- demonstrate SHINE Values;
- treat supply staff and visitors respectfully;
- follow established classroom routines; and
- represent their class and school positively.

What Adults Do

Class teachers and leaders ensure that supply staff have access to:

- key routines;
- behaviour expectations;
- relevant pupil information;
- Behaviour Support Plans where required;
- emergency procedures;
- agreed scripts and responses; and

- support from phase leaders or senior leaders.

Consistency must not depend on which adult is leading the class.

17. Adaptations for Pupils with SEND

The routines in this appendix apply to all pupils, but some pupils will require additional teaching, support or adaptation in order to meet them successfully.

Adaptations may include:

- visual timetables;
- now-and-next boards;
- object cues;
- social stories;
- individual transition warnings;
- reduced language;
- additional processing time;
- sensory supports;
- adult modelling;
- personalised regulation plans;
- alternative seating or positioning;
- planned movement breaks;
- individualised arrival or dismissal routines;
- Team Teach-informed co-regulation strategies; and
- structured rehearsal of routines.

Adaptations should support pupils towards increasing independence. They should not lower expectations or remove the ambition for pupils to participate successfully in the life of the school.

18. Reteaching and Resetting Routines

When routines are not followed, adults respond by reteaching.

This may include:

- stopping the class calmly;
- naming the expected routine;
- explaining why it matters;
- modelling again;
- asking pupils to practise;
- praising improvement; and
- moving on without resentment.

For example:

- if pupils enter noisily, they practise entering again;
- if pupils line up unsafely, they practise lining up again;
- if pupils move through corridors noisily, they return and try again;
- if pupils do not listen to the attention signal, the routine is retaught.

This approach ensures that expectations remain high while preserving dignity.

Final Principle

Routines are not about control. They are about creating safety, belonging and success.

When routines are clear, children feel secure. When adults teach routines consistently, children become more independent. When the whole school follows the same routines, Waterloo becomes a calm, purposeful and inclusive community where everyone can SHINE.



Appendix F: Behaviour Response Flowchart

Purpose

This flowchart provides staff with a clear, consistent approach for responding when behaviour falls below Waterloo Primary School's expectations.

It should be used alongside the full Positive Relationships, Behaviour and Belonging Policy, professional judgement, knowledge of individual pupils, Behaviour Support Plans, Risk Assessments and safeguarding procedures.

The aim is always to help the child return successfully to learning as quickly as possible while maintaining safety, dignity and high expectations.

Waterloo Behaviour Response

Step 1 – Reminder

When to use

Use when a child needs a calm prompt to return to expected behaviour.

Examples may include:

- low-level disruption;
- talking over others;
- not following the agreed routine;
- being off task;
- unkind words;
- unsafe movement;
- forgetting expectations.

Adult response

The adult gives a calm, brief reminder linked to the school rules or SHINE Values.

Use quiet, respectful language wherever possible.

Examples:

“Remember, our expectation is to Be Ready.”

“Show me what Respect looks like.”

“Thank you for walking safely.”

“Let’s try that again.”

Give take-up time.

If successful

Recognise the positive choice and move on.

“Thank you. That’s exactly what I needed.”

Step 2 – Choice

When to use

Use when behaviour continues after a reminder.

Adult response

The adult gives a clear choice and explains what will happen next if the behaviour continues. This should be delivered privately wherever possible.

Examples:

"You have a choice. You can join in with the lesson now, or you will need some reflection time before returning."

"I know you can make the right choice. I'll give you a moment."

"You can choose to follow the routine now, or we will need to practise it again."

Give take-up time. Do not argue. Do not repeat the choice multiple times.

If successful

Recognise the positive choice and move on.

"Thank you for making the right choice."

Step 3 – Reflection

When to use

Use when the child continues to disrupt learning, affect the wellbeing of others or does not respond to the reminder and choice.

Reflection may also be used where a child needs time and space to regulate before returning to learning.

Adult response

The adult directs the child to a short period of reflection. This may take place:

- within the classroom;
- in a partner classroom;
- in an agreed reflection space;
- with a phase leader or senior leader where required.

Reflection is not a punishment. It is a structured opportunity to pause, regulate and prepare to return successfully.

Examples:

"You need some reflection time now. We will talk when you are ready."

"This is time to reset so you can come back successfully."

"You are not in trouble with me. I am helping you get back on track."

During reflection

The child should be given time to calm. Adults should avoid lecturing during dysregulation. Where appropriate, the child may complete a short reflection task or simply regulate before a restorative conversation takes place.

Step 4 – Repair

When to use

Use after behaviour has caused disruption, upset, damage, hurt or loss of learning.

Adult response

Once the child is calm, the adult supports the child to repair harm and understand the impact of their choices.

Repair may include:

- a restorative conversation;
- a sincere apology where appropriate;
- repairing or replacing damaged property;
- completing missed learning;
- helping someone affected;
- practising the expected routine;
- restoring trust with an adult or peer;
- another appropriate action linked directly to the behaviour.

Examples:

“What needs to happen now to put this right?”

“How can we repair the harm?”

“What will help you make a better choice next time?”

Important

Apologies should not be forced. Children should be supported to understand why repair matters.

Step 5 – Restore

When to use

Use after the behaviour has been addressed and any necessary repair has taken place.

Adult response

The adult welcomes the child back positively and ensures the incident is closed.

Examples:

“It’s good to have you back.”

“Thank you for sorting that with me.”

“Let’s move forward.”

“Today is still a good day to succeed.”

The child returns to learning with dignity.

The adult does not hold resentment, make sarcastic comments or continue referring back to the incident unnecessarily.

Key message

Consequences are finite. Relationships are enduring. Every child gets the chance to begin again.

Behaviour Response Flowchart

Stage	Adult Action	Child Opportunity	Possible Outcome
Reminder	Calm reminder of the rule, routine or SHINE Value.	Correct behaviour independently.	Child returns to expected behaviour.

Choice	Clear choice given privately, with take-up time.	Make the right choice and remain in learning.	Child returns to learning or moves to reflection.
Reflection	Short time to pause, regulate and prepare to return.	Calm, reflect and reset.	Child prepares for repair and return.
Repair	Restorative conversation and appropriate consequence.	Understand impact and repair harm.	Relationship and expectations restored.
Restore	Positive welcome back and fresh start.	Rejoin learning with dignity.	Incident is closed and learning continues.

When to Escalate Immediately

Some behaviours require immediate support from a senior leader or designated member of staff.

Staff should seek immediate support where there is:

- physical aggression causing or likely to cause harm;
- serious unsafe behaviour;
- significant damage to property;
- discriminatory or abusive language;
- suspected bullying;
- sexualised behaviour or child-on-child abuse;
- absconding or risk of absconding;
- refusal that creates a safeguarding or safety concern;
- behaviour requiring restrictive physical intervention;
- possession of a prohibited item;
- a safeguarding concern;
- repeated disruption that prevents learning from continuing.

Where immediate escalation is required, the priority is safety. The usual stepped response may be paused where necessary.

Removal from Class

Removal from class may be used where a child's behaviour:

- significantly disrupts the learning of others;
- prevents the teacher from teaching;
- places themselves or others at risk;
- requires time and space for regulation;
- requires leadership support;
- requires investigation or further assessment.

Removal from class should be:

- used for the shortest appropriate time;
- recorded where required;
- followed by repair and restoration;
- communicated to parents where appropriate;
- reviewed if it becomes frequent.

Removal is not a standalone punishment. It is a planned response to restore safety, protect learning and support the child to return successfully.

Recording on Behaviour Smart

Behaviour should be recorded on Behaviour Smart where:

- behaviour is repeated or forms part of a pattern;
- a child is removed from class;
- leadership support is required;
- parents or carers are contacted;
- there is a serious incident;
- bullying, discrimination or child-on-child abuse is alleged;
- reasonable force or restrictive physical intervention is used;
- behaviour leads to suspension or internal suspension;
- a Behaviour Support Plan is being considered or reviewed;
- leaders request monitoring.

Records should be factual, objective and professional. Staff should describe what happened, what action was taken and what follow-up is required.

Adult Checklist

Before moving to the next stage, adults should consider:

- Have I remained calm?
- Have I used the language of Be Safe, Be Respectful, Be Ready?
- Have I linked the behaviour to the SHINE Values where appropriate?
- Have I given take-up time?
- Have I avoided public confrontation?
- Have I considered SEND, communication needs or reasonable adjustments?
- Have I considered whether this may be a safeguarding concern?
- Have I focused on helping the child return successfully to learning?

Final Principle

The purpose of our behaviour response is not to win a battle with a child. It is to teach, support, repair and restore.

At Waterloo Primary School, adults respond with calm certainty, children are supported to make better choices, and every incident ends with the opportunity to begin again.

Appendix G – Graduated Response and Escalation Routes

Purpose

The graduated response provides a clear pathway for supporting pupils whose behaviour indicates that additional support may be required.

At Waterloo Primary School, escalation does not mean increasing punishment. It means increasing understanding, planning and support.

Most pupils will succeed through universal provision: strong relationships, explicit teaching of the Behaviour Curriculum, consistent routines, positive recognition and high-quality classroom practice. Where behaviour becomes persistent, more serious or indicative of underlying need, staff follow a graduated approach to ensure that support is timely, proportionate and effective.

The aim is always to help pupils return successfully to universal provision wherever possible.

Principles of the Graduated Response

The graduated response is based on the following principles:

- behaviour is taught, not assumed;
- early intervention prevents difficulties from becoming entrenched;
- support should increase before consequences escalate;
- families should be involved early;
- behaviour may indicate an unmet need;
- expectations remain high for every child;
- reasonable adjustments are made where appropriate;
- interventions should be reviewed for impact;
- pupils should return to universal provision whenever possible.

The graduated response should be used alongside professional judgement, safeguarding procedures, SEND processes, Behaviour Smart records, Behaviour Support Plans and Risk Assessments where appropriate.

The Graduated Response

Level	Description	Possible Indicators	Support and Intervention	Lead Responsibility	Recording and Communication
Universal Provision	The offer for all pupils. Most behaviour is successfully supported through whole-school systems, routines and relationships.	Pupil generally follows routines, responds to reminders and participates positively in school life.	Behaviour Curriculum; three school rules; SHINE Values; Golden Tickets; WOW Cards; consistent routines; high-quality teaching; restorative conversations; positive relationships; classroom adaptations.	Class Teacher / All Staff	Low-level incidents managed by staff. Formal recording not usually required unless patterns emerge.
Emerging Need	Additional classroom-based support	Repeated reminders needed;	Increased check-ins; reteaching routines; targeted praise;	Class Teacher with Phase Leader support	Record on Behaviour Smart if repeated or

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	when low-level behaviours become more frequent or changes in behaviour are noticed.	increased off-task behaviour; low-level disruption; difficulty with transitions; changes in mood; minor peer conflict; reduced engagement.	seating/environment adjustments; communication with parents; short restorative conversations; monitoring patterns; pastoral advice; reasonable adjustments.		requested by leaders. Parents/carers informed where patterns emerge.
Targeted Support	Structured support where behaviour persists despite universal and emerging strategies.	Continued disruption; repeated reflection time; repeated removal from class; frequent peer conflict; emotional dysregulation; behaviour affecting learning or relationships; early SEMH concerns.	Behaviour Support Plan; individual behaviour targets; pastoral support; mentoring; family meeting; SENDCo involvement where appropriate; regulation plan; targeted intervention; consideration of the SHINE Programme.	Phase Leader / AHT / Pastoral Team / SENDCo where appropriate	Behaviour Smart records required. Parents/carers involved in planning and review. Behaviour Support Plan reviewed regularly.
Specialist Support	Intensive support for pupils whose needs are complex, persistent or high risk.	Serious incidents; risk of suspension; significant dysregulation; unsafe behaviour; repeated restrictive intervention; complex SEMH or SEND needs; significant disruption to learning or safety.	SHINE Programme; Risk Assessment; multi-agency support; Educational Psychology; behaviour support services; Early Help; CAMHS or health involvement where appropriate; specialist provision advice; reintegration plan; suspension support where required.	Senior Leadership Team / SENDCo / Pastoral Lead / Headteacher	Behaviour Smart records required. Formal meetings with parents/carers. External agency involvement recorded. Governors informed through appropriate reporting where relevant.

The SHINE Programme within the Graduated Response

The SHINE Programme sits within targeted and specialist support.

It may be considered where a pupil's social, emotional or mental health needs are preventing sustained success within their mainstream classroom.

The SHINE Programme is not a consequence for poor behaviour. It is a structured, time-limited intervention designed to support pupils to develop the emotional regulation, resilience, confidence, communication and behavioural skills required for successful reintegration.

Referral to the SHINE Programme should be based on:

- analysis of behaviour patterns;
- discussion with staff and leaders;
- consultation with parents or carers;

- consideration of SEND and SEMH needs;
- review of existing support;
- the pupil's readiness and individual circumstances.

Every pupil accessing the SHINE Programme should have planned outcomes, review dates and a reintegration pathway.

Escalation Routes

Behaviour concerns should be escalated according to need, severity and frequency.

Class Teacher

The class teacher remains the first point of responsibility for most behaviour concerns.

They are responsible for:

- teaching and reteaching routines;
- building relationships;
- using the five-step response;
- communicating with parents where appropriate;
- recording repeated or significant concerns on Behaviour Smart;
- seeking advice when patterns emerge.

Phase Leader

The phase leader supports where behaviour is becoming repeated or where classroom strategies require strengthening.

They may:

- review Behaviour Smart records;
- support parent conversations;
- observe routines or transitions;
- advise on classroom adaptations;
- support restorative conversations;
- help identify whether targeted support is required.

Senior Leader

Senior leaders become involved where behaviour persists, becomes serious or requires a more formal plan.

They may:

- lead meetings with families;
- coordinate Behaviour Support Plans;
- oversee targeted intervention;
- consider SHINE Programme referral;
- review risk and safety;
- liaise with external agencies;
- support staff with implementation.

SENDCo / Inclusion Lead

The SENDCo or Inclusion Lead becomes involved where behaviour may be linked to SEND, communication, sensory, SEMH or other additional needs.

They may:

- review reasonable adjustments;
- advise on adaptive strategies;
- contribute to Behaviour Support Plans;
- support EHCP-linked provision;
- liaise with external professionals;
- consider whether further assessment is required.

Headteacher

The Headteacher is involved where behaviour is serious, high risk, complex, or where suspension or permanent exclusion may need to be considered.

The Headteacher retains responsibility for decisions relating to suspension and permanent exclusion.

Parent and Carer Involvement

Parents and carers should be involved early when behaviour becomes repeated, concerning or serious.

Contact with families should be:

- timely;
- factual;
- respectful;
- solution-focused;
- clear about what support is being provided;
- clear about what improvement is expected;
- clear about review arrangements.

Parents and carers should never hear about persistent behaviour concerns for the first time at the point of serious escalation. Strong partnership with families is central to successful intervention.

Reviewing Support

All targeted and specialist support should be reviewed regularly.

Reviews should consider:

- Has behaviour improved?
- Is the pupil more regulated?
- Is the pupil accessing more learning?
- Are relationships improving?
- Are incidents reducing in frequency or seriousness?
- Are adults implementing strategies consistently?
- Are reasonable adjustments effective?
- Is further assessment required?
- Should support be reduced, continued, adapted or increased?

Where support is successful, pupils should be carefully supported back towards universal provision.

Where support is not successful, leaders should review the plan, seek additional advice and consider whether a different level of intervention is required.

Recording Expectations

Behaviour Smart should be used to record:

- repeated behaviours;
- serious incidents;
- removal from class;
- parent/carer contact;
- leadership involvement;
- Behaviour Support Plans;
- SHINE Programme referrals and reviews;
- risk-related behaviours;
- restrictive physical intervention;
- suspension-related incidents;
- bullying, discrimination or child-on-child abuse concerns;
- any behaviour pattern requiring monitoring.

Records should be factual, objective and focused on behaviour, action taken and next steps.

Final Principle

The graduated response is not about moving children further away from their classroom.

It is about increasing support so they can return to their classroom more successfully.

At Waterloo Primary School, we do not lower expectations when children struggle. We increase support, strengthen relationships and teach the skills children need to succeed.

Appendix H – Statement of Behaviour Principles

Purpose

This Statement of Behaviour Principles has been agreed by the Governing Body of Waterloo Primary School.

It provides the guiding principles that underpin the school's Positive Relationships, Behaviour and Belonging Policy and supports the Headteacher and staff in creating a calm, safe, inclusive and ambitious school culture.

The Governing Body believes that excellent behaviour is essential for effective learning, positive relationships and pupil wellbeing. Behaviour at Waterloo Primary School should be understood as something that is explicitly taught, consistently modelled and carefully supported.

Our Core Principles

The Governing Body believes that:

- every child has the right to feel safe, valued and able to learn;
- every adult has the responsibility to create the conditions for successful learning;
- all members of the school community should be treated with dignity, kindness and respect;
- behaviour is taught, not assumed;
- high expectations should apply to every pupil;
- positive relationships are central to good behaviour;
- consistency from adults creates safety for children;
- every child is capable of growth, change and success;
- reasonable adjustments should be made for pupils with SEND or additional needs;
- consequences should be reasonable, proportionate and educational;
- restorative practice should support pupils to repair harm and rebuild relationships;
- bullying, discrimination, child-on-child abuse and harmful behaviour must never be tolerated;
- pupils should be supported to develop self-regulation, resilience and responsibility;
- parents and carers are important partners in supporting behaviour;
- school leaders should use behaviour information to identify need, improve provision and strengthen practice.

A Culture of High Expectations

The Governing Body expects Waterloo Primary School to maintain consistently high expectations for behaviour, conduct and learning.

Pupils should be taught to follow the school's three rules:

- Be Safe
- Be Respectful
- Be Ready

These rules should be understood by pupils, staff and families and applied consistently across all areas of school life.

The school's SHINE Values should be used to develop pupils' character, relationships and sense of belonging:

- Strive – We embrace challenge and always give our best.
- Honesty – We act with integrity and take responsibility.
- Inclusion – Everyone belongs and everyone is valued.
- Nurture – We care for ourselves, each other and our community.
- Excellence – We take pride in everything we do.

The Governing Body expects these values to be explicitly taught, modelled and celebrated throughout the school.

Inclusion and Equality

The Governing Body expects the school to promote an inclusive behaviour culture in which every child is supported to succeed.

The school must have due regard to its duties under the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice.

This means that reasonable adjustments should be made where appropriate, while maintaining high expectations for every pupil.

The Governing Body recognises that some pupils will require additional support to meet behaviour expectations successfully. This may include targeted intervention, Behaviour Support Plans, pastoral support, specialist provision, external agency involvement or participation in the SHINE Programme.

The aim should always be to increase support rather than lower expectations.

Recognition and Positive Behaviour

The Governing Body expects the school to place strong emphasis on recognising and celebrating positive behaviour.

Recognition should promote the school's rules and SHINE Values and should be inclusive, meaningful and consistently applied.

The Governing Body supports the use of:

- specific verbal praise;
- Golden Tickets;
- WOW Cards;
- Celebration Assemblies;
- positive communication with parents and carers;
- opportunities for pupil leadership and responsibility.

Positive recognition should never be removed as a consequence for later behaviour. Once earned, it remains earned.

Consequences and Restorative Practice

The Governing Body expects consequences to be used fairly, consistently and proportionately.

Consequences should:

- protect the learning, safety and wellbeing of others;
- help pupils understand the impact of their behaviour;
- support pupils to make better choices in the future;
- repair harm where appropriate;
- preserve pupil dignity;
- take account of age, need, context and individual circumstances.

Consequences should never be used to humiliate, shame or publicly embarrass pupils.

Restorative conversations should be used wherever appropriate to help pupils reflect, repair relationships and return successfully to learning.

Serious Behaviour

The Governing Body expects the school to respond promptly and appropriately to serious behaviour incidents.

This includes, but is not limited to:

- physical aggression;
- bullying;
- discriminatory behaviour;
- child-on-child abuse;
- sexual harassment or sexual violence;
- serious disruption;
- unsafe behaviour;
- damage to property;
- possession of prohibited items;
- behaviour that places pupils or adults at risk.

Safeguarding procedures must always take priority where there is a concern that a child may be at risk of harm.

Suspension and Permanent Exclusion

The Governing Body recognises that suspension and permanent exclusion may be necessary in serious circumstances.

Suspension and permanent exclusion should be used only where lawful, reasonable and proportionate, and in accordance with statutory guidance.

Permanent exclusion should be used only as a last resort where allowing a pupil to remain in school would seriously harm the education, safety or welfare of others, or where there has been a serious breach of the school's behaviour policy.

Where a pupil is suspended, the Governing Body expects the school to provide appropriate reintegration support to help the pupil return successfully wherever possible.

Reasonable Force and Restrictive Physical Intervention

The Governing Body expects the school to use reasonable force or restrictive physical intervention only where it is lawful, necessary, reasonable and proportionate.

Any physical intervention should be used only to prevent harm, serious damage or significant risk, and never as a punishment or means of securing compliance.

The Governing Body supports the school's use of accredited Team Teach training to ensure that staff are equipped to reduce risk, de-escalate situations and respond safely where intervention is required.

All incidents involving restrictive physical intervention should be recorded, reported, reviewed and communicated in accordance with school procedures.

Behaviour Beyond the School Gates

The Governing Body expects the school to take appropriate action in response to behaviour beyond the school gates where that behaviour:

- affects the welfare of pupils or staff;
- brings the school into disrepute;
- involves bullying, harassment or discrimination;
- creates a safeguarding concern;
- affects the orderly running of the school;
- impacts relationships within the school community.

This includes online behaviour.

The school's expectations for safety, respect and responsibility apply whenever pupils are representing Waterloo Primary School.

Partnership with Parents and Carers

The Governing Body recognises the importance of strong partnership between school and home.

Parents and carers should be encouraged to support the school's behaviour expectations, attend meetings where appropriate and work collaboratively with staff to help children succeed.

The school should communicate with families in a timely, respectful and solution-focused manner.

Monitoring and Review

The Governing Body expects the Headteacher and senior leaders to monitor the implementation and impact of the Positive Relationships, Behaviour and Belonging Policy.

This should include consideration of:

- Behaviour Smart analysis;
- behaviour trends;
- suspensions and exclusions;
- incidents of bullying or discrimination;
- use of restrictive physical intervention;
- impact of the SHINE Programme;
- pupil voice;
- staff voice;
- parent and carer feedback;
- attendance and inclusion data;
- outcomes for pupils with SEND and disadvantaged pupils.

The Governing Body will review this Statement of Behaviour Principles regularly and ensure that the school's Behaviour Policy reflects these principles.

Final Statement

The Governing Body believes that every child at Waterloo Primary School deserves to learn in a calm, safe and inclusive environment where they are known, valued and supported to succeed.

The school's approach to behaviour should combine warmth with high expectations, compassion with accountability and support with challenge.

At Waterloo Primary School, everyone belongs, everyone matters and everyone can SHINE.