



ST LAURENCE CHURCH
JUNIOR SCHOOL

Wraparound Club
Behaviour and Relationships Policy

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'Learning, Loving and Sharing, guided by Jesus'

St. Laurence Church Junior School WAC

Behaviour and Relationships Policy

1. Policy Overview

St. Laurence Church Junior School WAC is committed to creating an environment where excellent behaviour leads to a positive and happy play environment. Everyone is expected to have the highest standards of personal conduct and to take responsibility for their behaviour, encouraging others to do the same.

Central to our behaviour policy is the scripture: 'Start children off on the way they should go, and even when they are old they will not turn from it' (*Proverbs 22:6*). We fundamentally believe that by explicitly teaching and modelling exemplary behaviours, excellent relationships will be built between staff and children, creating a nurturing environment where all members of the school community respect themselves and others. Whilst positive behaviours are expected and praised, poor or unwanted behaviours are identified, understood and challenged. We believe restorative practice will help build and strengthen relationships by promoting positive interactions and managing conflict through supporting individuals to take responsibility for their actions and empathise and recognise the important role of repair in relationship with others.

Our behaviour and relationships policy echoes our vision statement of '*learning, loving and sharing, guided by Jesus*', understanding that our children will feel safe and learn best in a loving and ordered environment where the outlined expectations are consistently followed by all members of the school community. We encourage all members of our school & WAC community to uphold our six values of Thankfulness, Forgiveness, Perseverance, Generosity, Curiosity, and Friendship.

2. Policy Aims

- To develop positive relationships between all members of the St. Laurence Church Junior School WAC community through genuine respect, understanding and trust, in order to create an excellent learning environment.
- To provide a caring and supportive environment where children and staff are safe and comfortable, enabling them to reach their full potential.
- To ensure all staff and pupils are aware of the high standards of behaviour expected and that they take responsibility for promoting this.
- To ensure a consistent approach to managing behaviour and building relationships across the school community.
- To ensure positive behaviour is recognised and rewarded intrinsically and extrinsically by providing appropriate and effective praise and rewards.
- To support children to self-regulate, empathise and develop understanding of their own and others' emotions, developing tools to regulate their behaviour, helping them to understand that every action has a consequence.
- To promote and outline the effective use of restorative approaches.
- To provide a clear and consistent framework of procedures and strategies that positively reinforce behavioural norms, promoting self-esteem and self-discipline.
- To ensure that standards of behaviour and play reflect the values and Christian ethos of the school.

3. Fundamental Principles

All members of our school community have:

- The Right to Learn
- The Right to Teach
- The Right to be Safe
- The Right to be Shown Respect

We believe that by adhering to these underpinning four rights, all members of our school community will feel secure, safe and happy.

4. Roles and Responsibilities

In order to achieve exceptional behaviour, consistency is vital at all levels so that staff are empowered to effectively manage behaviour and children can feel secure in knowing how the adults will respond to them. Consistent language around behaviour through emotion coaching techniques and scripted reflective and reparative conversations are outlined later in the policy. Consistent expectations, positive reinforcement and consequences need to be applied. By displaying behaviours linked to the 3 rules of **Ready, Respectful** and **Safe**, a positive and productive learning environment will be established.

4.1 Roles and responsibilities of all staff:

All WAC staff, are responsible for promoting positive behaviour and should consciously endeavour to:

- Meet and greet children daily.
- Model and teach positive, effective learning behaviours and build trusting relationships with children, parents and wider school community.
- Provide interesting, stimulating and engaging activities that challenge children and the meet the needs of all Children.
- Support children to recognise emotions and manage behaviour through 'Zones of Regulation', Emotion Coaching and mutual regulation opportunities.
- Model St. Laurence Church Junior School's Christian values.
- Recognise and reward positive behaviours, manners and attitudes.
- Provide a safe, secure and nurturing environment.
- Follow consistent routines for in and around club; tidiness of playrooms, corridors, cloakrooms and other shared areas.
- Treat all children with respect, patience, consistency and fairness.
- Respect the individuality of children and provide opportunities to meet their needs and challenge all children to achieve their potential.
- View behaviour as communication and work with others (including the child, parents and external professional) to support children in times of challenge.

4.2 Roles and responsibilities of WAC staff:

Staff in our Wraparound club are not expected to deal with behaviour referrals in isolation. Rather they are to support colleagues by guiding, modelling and providing a unified and consistent response to children. Staff will consciously endeavour to:

- Meet and greet children at the beginning of the day.
- Be a visible presence to encourage positive relationships and behaviours and support colleagues by discussing incidents.
- Celebrate children who consistently make the right choices and those whose efforts go above and beyond expectations.
- Encourage use of rewards, positive notes.
- Regularly communicate with senior leadership about any children who regularly struggle with behavioural expectations outlined.

4.3 Roles and responsibilities of Senior Leadership:

- Celebrate staff, and children whose efforts go above and beyond expectations and share their good practice.
- Support staff in managing children with more complex or difficult negative behaviours including providing time and space for relationships to be developed, and supportive, reflective, problem- solving conversations to take place.
- Support colleagues by discussing more serious incidents.
- Regularly meet with senior leaders to discuss children who are unable to consistently meet behavioural expectations and ensure their provision is appropriate.
- Regularly review the policy to ensure it is appropriate and contextual for the children currently within our wraparound care.
- Ensure regular training on the behaviour policy is available to all staff and that pastoral care is available for any staff accused of misconduct

4.4 Roles and responsibilities of Governors:

- To ensure Behaviour Principles are upheld through consistent application of the Behaviour and Relationships Policy.
- To ensure the policy is monitored and reviewed regularly.

The school will produce a Home School Agreement to be signed by the school, parents/carers and child as a statement of intent.

4.5 Roles and responsibilities of Children:

- Be ready
- Be respectful
- Be safe

Children will regularly be reminded of what these rules look like and how to follow them. Children will be supported to develop their 'tools' to help recognise and manage their emotions and behaviours.

4.6 Role and responsibilities of Parents / Carers:

We believe that working with our families and community to encourage and reinforce positive behaviour is vital. Therefore, we expect parents/ carers to consciously endeavour to:

- Demonstrate a positive attitude at home about school, teachers and the importance of education, encouraging respect and good manners towards staff and other children.
- Build a good relationship with the school and support it in the implementation of this policy.
- Ensure children are aware of appropriate behaviour and understand the school rules and expectations.
- Keep open communication with a child's teacher(s) and the year lead about any concerns arising.





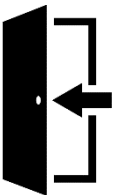
5. Rewarding Positive Behaviours

In order to encourage a positive learning environment, we recognise and reward children who consistently follow the Ready, Respectful and Safe rules as well as those who go over and above expectations. Staff also understand that a quiet word of personal praise can be just as effective as a larger, more public reward.

Rewards	Reason
Housepoints	Positive interactions and setting the right example, this can include anything from holding a door open to showing excellent manners
Praise notes / Positive phone calls home	Linked to behaviour, values, attitudes and effort. Children may receive a praise note to take home or a phone call home as recognition of positive behaviour, effort or achievement.

6 Responding to Unwanted Behaviours

At St. Laurence Church Junior School, we encourage and teach all children to be **Ready, Respectful** and **Safe** as we uphold and value the rights of all of our children and staff members: the right to learn, the right to teach, the right to be safe and the right to be shown respect. If children are showing unwanted behaviours, this is the approach that will be taken by all staff. If a child has an individual behaviour plan, then this should be followed.

<p>Step 1 Reminder</p> 	<p>Types of behaviour shown : Low level disruption, ignoring instructions, distraction of others, uncooperative behaviour.</p> <p>Adult response: The adult will either use a non-verbal reminder (hand gesture or eye contact) or speak to the child, giving a gentle verbal reminder of the school rules. Give direction on what to do next. The staff member will also use positive reinforcement of other children around them.</p>
<p>Step 2 Caution</p> 	<p>Types of behaviour shown : Continuation of behaviour shown in Step 1 or not following school rules, lack of effort or inappropriate words or unkind comments.</p> <p>Adult response: Calm, quiet language used and delivered privately or discreetly. Children made aware of why their behaviour is not ready, respectful or safe. Positive choice offered and consequence outlined if behaviour continues. If appropriate, make links with the zones of regulation. Reset on behavioural expectations: praise and acknowledge when they positively change their behaviour. Scripted approaches encouraged at this point</p>
<p>Step 3 Reflection -in WAC</p> 	<p>Types of behaviour shown: Continuation of above behaviour, ignoring verbal warnings.</p> <p>Adult response: Child moved to a calm part of the playroom and asked to reflect on their behaviour and be ready to reflect. After 5 minutes, staff will check in and support them in reintegrating into play. Child is given final opportunity to engage in co-operative and follow instructions.</p>
<p>Step 4 Reflection – in another area</p> 	<p>Types of behaviour shown: Continuation of above behaviour, ignoring verbal warnings. Not able to respond appropriately following previous warning.</p> <p>Child to be sent to another area where they will sit until they are ready to and able to re-join the other children.</p>
<p>Repair: After either of these reflection options have occurred, the staff will find a suitable time to have a reparative conversation with the child. Staff will decide whether they need to have a conversation with the parents at the end of the day. If there has been a time out to another area, a conversation must be had.</p>	
<p>Step 5</p>  <p>Time Out</p>	<p>Types of behaviour shown: This is for serious behaviour and will not be used lightly. Children who are continuously displaying and causing disruptive and defiant behaviour, have physically or verbally insulted a child or adult within the playroom.</p> <p>Adult response: Staff will send for a member of SLT or pastoral team to escort the child from the room. Depending on the severity of the behaviour, further steps will be taken. Children will not return to WAC until they have had a reparative conversation with WAC staff and ideally the staff member where the initial behaviour occurred.</p>

6.1 Reparative conversations

As part of our approach to managing behaviour and building relationships, staff should hold a reparative conversation with any child who reaches stage 3 or 4, with senior

leaders facilitating a reparative conversation with those who reach stage 5; this should involve the staff member who dealt with the original incident. These conversations will normally take place during the session. Staff will have a script that they feel comfortable with, choosing appropriate questions from below, recording the responses (see Appendix 2)

1. What happened?
2. What were you thinking at the time? Where were you?
3. What have you thought since?
4. How did this make others feel?
5. Who did this affect and how did this affect them?
6. What should be done to put things right?
7. How can we do things differently in future?

6.2 Consequences

Restorative practice processes bring those who have been affected by an action and those responsible for it into communication, enabling everyone affected to play a part in repairing the issue and finding a way forward. As part of our restorative practice, children learn that all actions have consequences, both positive and negative. Depending on the behaviour displayed, natural consequences may form part of the restorative actions (putting things right). In the playground, if a child has been unkind during a game, this may result in them not being able to take part for the rest of the session. These consequences will be discussed with the child during the reparative conversation.

6.3 Behaviour Reports

If behaviour is consistently poor and senior staff have been involved, parents will be informed of this. All unwanted behaviour will be documented in report books and fed back to parents and senior lead staff. If after two weeks, the behaviour has not improved, the parents/carers of the child will be invited to a formal meeting with senior leads. Depending on the severity of the child's behaviour, then in discussion with the senior leadership team, this can be escalated to Assistant Head or Deputy Head or Head Teacher.

6.4 Suspensions from WAC

In extreme cases of inappropriate, dangerous or ongoing defiant behaviours, the headteacher, or in their absence, the deputy head teacher, may take the decision to suspend a child from WAC for a fixed period of time. In all cases of a suspension, a meeting with the parents/carers will be necessary. In the first instance and depending on the severity, this suspension may be for a day or two days. In the event the behaviour continues, a longer period of a week or two weeks may be necessary. If the child continues to show behaviours that are causing concern and unmanageable by the club, a permanent exclusion from club may be necessary.

Following a suspension from WAC, a reintegration meeting will be held with a member of staff from WAC, outlining positive steps forward before the child returns to WAC. Non – negotiable behaviours that may lead to this include:

- physical and verbal aggression towards an adult or child
- repeated patterns of aggressive behaviour towards an adult or child
- deliberate defiance and destructive behaviour

This is not an exhaustive list and each case will be dealt with on an individual basis.

6.5 Beyond the school gate

We have high expectations of our children to behave well at all times, including outside of school and on the way to and from club. If unwanted behaviours take place and sanctions are deemed necessary, then this will be at the Headteacher’s discretion in conjunction with DfE guidance. The Governing Board strongly believe that for children of Junior school age, it is their parent’s responsibility to ensure they are well-behaved outside of school, particularly on their way to and from school/ Wraparound club.

7. Zones of Regulation and Emotion Coaching



St. Laurence Church Junior School is currently working towards becoming a TIAAS (Trauma Informed Attachment Aware School). As part of this we use an Emotion Coaching and Zones of Regulation approach to support children to regulate and develop understanding of their own and others’ emotions.

7.1 Zones of Regulation

The children explore these zones and learn to identify which zone they are in. It is natural to experience all of the zones.

	Blue Zone	Green Zone (Safe to Learn)	Yellow Zone	Red Zone
How we feel	We feel down or moving slow.	We feel comfortable and in control. We may find it safer to listen and learn.	We feel stronger emotions and have more energy.	We feel really big, powerful emotions.
Examples	sad, sick, tired	happy, calm, thankful, focused	excited, worried, confused, frustrated	angry, overjoyed, terrified, panicked
Tools - What can I try?	Talk to an adult	Drink water Complete work	Take a short break	Talk to an adult

	Stretch Draw a picture	Listen Help others	Drink water Squeeze or press something	Get fresh air Deep breaths Count to 10 or 20
How do these tools help?	These tools help us to wake up, feel better and are comforting.	These tools help us to stay focused and feeling safe.	These tools help us to feel calmer and regain focus.	These tools help us start to gain control, feel calmer and feel safer.

- Tools (techniques and strategies) are used in each zone to manage or care for our feelings so that they can be expressed in ways that are expected for the situation and we can move between zones.
- Children are taught to develop tools in their 'tool box' to help learn how to regulate their zones and add to their tool box when they learn new strategies.
- When situations trigger us to change zones it is important to try and notice our surroundings and early warning signs, thinking about the expectations, rules and what people around us may be thinking and feeling.

7.2 Emotion Coaching

Emotion Coaching helps to build positive relationships to support children to become reflective; to notice when they are beginning to feel an emotion and to access the best response for them in that moment. In order to do this, we need to teach the children (coach them) to recognise how different emotions present physically in the body and through thought, action and behaviour.

Emotion coaching should be an ongoing process in order to support children to become independently mindful of their emotions and reactions. Emotion coaching can be effective when used as a method of defusing the situation, before a child goes into crisis - it can also be effective as a reflective tool to use after the child has calmed. This approach works alongside our Zones of Regulation, as children are encouraged to recognise which zone they are in and develop tools to help regulate their emotions.

Emotion coaching is:

- Teaching the child 'in the moment' about the world of emotion
- Supporting the development of strategies to deal with emotional ups and downs
- Accepting all emotions as normal and valid
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- Building trusting and respectful relationships

There are four main stages of Emotion Coaching

Stage 1: Recognise and name the emotion

"I wonder if you are feeling angry"

"I can see that you are feeling sad"



Stage 2: Validate and empathise

"I would feel angry too if someone took the ball that I wanted to play with"

"I would feel sad too if someone laughed at my picture"



Stage 3: Set limits

"Even though you're angry, it is not okay to hit someone because it hurts them and everyone has the right to be safe and shown respect."

"Even though you are sad, it is not okay to throw all of the felt tips away because other children may want to use them and everyone has a right to learn."



Stage 4: Problem solve (What was the child trying to achieve? What would be a more productive way to respond?)

"Next time you are angry at someone taking your ball, what shall we do instead?"

"Next time you are sad about someone saying something that upsets you, what could you do instead?"



A reparative conversation takes place, in order to re-establish expectations and build or maintain positive relationships. All staff wear a lanyard attachment which outlines the steps of Emotion Coaching

8. Equality

Wraparound club expects all members of the community to adhere to this policy consistently, fairly and without prejudice. WAC adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an One Page Profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, PSS (Pupil and School Support), CAT (Communication and Autism Team) Beacon behaviour consultant or CASS.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending WAC, but only if the behaviour is dangerous.

9. Supporting pupils with Special Educational Needs and Disabilities (SEND)

For some pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing unwanted behaviours might not be in control or able to make considered decisions to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond. All adults, who will be interacting with a group of pupils, are responsible for knowing a child's individual needs and triggers as well as communication and coping strategies before teaching them. They should ensure they have accessed the child's One Page Profile and if appropriate their Behaviour Plan.

Teachers will share with Wraparound staff, if they need to use One Page Profiles to understand what works and what doesn't work for that child. Steps or approaches should be put in place for that child in conjunction with the SENDCo and pastoral team. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child.

If expectations are adapted for a child's behaviour, this should be on their One Page Profile, which will be monitored by the SENDCo. A child's triggers for unwanted behaviour need to be on their OPP so that everyone can be aware of these.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- Avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- Focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- Calling out- this might be so they feel noticed and to also feel reassured

10. Parental Concerns

If a parent is not satisfied with the manner in which their child or an incident has been dealt with, then they should take the following action in this order:

1. Contact WAC Manager or deputy on 0121 464 5924 or email WACmanager@stlrcj.bham.sch.uk . You can also call the school office on 0121 464 6499 or email enquiry@stlrcj.bham.sch.uk
2. Arrange an appointment with WAC Manager/Deputy.
3. Arrange an appointment to see the Deputy Headteacher or Headteacher. If, after talking with club Manager/ Deputy and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

11. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [DfE Statutory Guidance - Exclusion](#)
- [DfE Statutory Guidance – Reasonable Force](#)
- [Church of England Vision for Education](#)

12. Linked Policies

This policy links and can be used in conjunction with:

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour Principles
- Relationship and Sex Education Policy
- SEND Policy

Appendix 1 - Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give them time to process.

Reminder:

I noticed you chose to.... (unwanted behaviour).

This is a reminder that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening

Caution:

I noticed you chose to..... (unwanted behaviour)

This is the _____time I have spoken to you.

If you choose to break the rules again you will move to the table at the back.

This may also mean you will miss some of your playtime to have a further conversation with me.

(learner's name), do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Reflection Time

I noticed you are still choosing to (unwanted behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in five minutes.

If need-be – send a purple hand to the office to request support of pastoral leader / SLT.

Appendix 2 – Reparative Conversations Sheet

Putting it Right

*This reparative conversation form can be filled in by an adult or child depending on what is appropriate for the situation. Below are some example questions that **may** be used during the conversation. The question number can be put in the box or a different question can be written.*

Child's Name : _____ Class : _____ Date: _____


1. What happened?
2. What were you thinking at the time? What zone / colour were you in?
3. What have you thought since?
4. How did this make others feel?
5. Who did this affect and how did this affect them?
6. What should be done to put things right?
7. How can we do things differently in future?




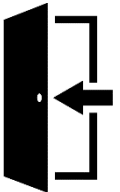
What Right did I take away? (circle)



Right to Learn Right to Teach Right to be Safe Right to be Shown Respect






Appendix 4 – WAC playroom display of behaviour expectations

At St. Laurence Church Junior School, we are
Ready, Respectful and Safe
 as we uphold and value the rights of all of our children and staff members. If children are showing unwanted behaviours, this is the approach that will be taken by all staff.

<p>Step 1 Reminder</p> 	<p>Behaviours shown: Low level disruption, ignoring instructions, distraction of others, uncooperative behaviour.</p> <p>Adult responses: Non-verbal reminder Speak to the child Gentle verbal reminder of the school rules Direction on what to do to correct behaviour.</p>
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<p>Step 2 Caution</p> 	<p>Behaviours shown: Continuation of behaviour shown in Step 1 or not following WAC rules, lack of effort or inappropriate words or unkind comments.</p> <p>Adult response: Calm, quiet language used privately or discreetly. Explain why behaviour is not ready, respectful or safe. Positive choice offered Consequence outlined if behaviour continues.</p>
<p>Step 3 Reflection -in room</p> 	<p>Behaviours shown: Continuation of above behaviour, ignoring verbal warnings.</p> <p>Adult response: Child moved to a calm part of the playroom Reflect on their behaviour. After 5 minutes, staff will check in / reintegrate</p>
<p>Step 4 Reflection – in another area</p> 	<p>Behaviours shown: Continuation of above behaviour, ignoring verbal warnings. Not able to respond appropriately following previous warning.</p> <p>Adult response: Child to be sent to another area, until ready to and able to re-join.</p>
<p>Repair: Reparative conversation with the child which is likely to happen during a WAC session, a conversation <u>must</u> be had with parents and the incident recorded on MyConcern.</p>	
<p>Step 5</p>  <p>Time Out</p>	<p>Types of behaviour shown: This is for serious behaviour and will not be used lightly. Children who are continuously causing disruptive behaviour within Wraparound club.</p> <p>Adult response: Staff will send for a member of SLT /pastoral. Children will not return to WAC until they have had a reparative conversation with SLT. Recorded on MyConcern and parents spoken to</p>

<p align="center">Rewards for Positive Behaviours</p>
<div align="center">  <p>Housepoint</p> </div>
<div align="center">  <p>Praise cards</p> </div>

<p align="center">Response to Unwanted behaviours</p>
<p align="center">Step 1 Reminder</p> <div align="center">  </div>
<p align="center">Step 2 Caution</p> <div align="center">  </div>
<p align="center">Step 3 Reflection</p> <div align="center">  </div>
<p align="center">Step 4 Reflection – in another area</p> <div align="center">  </div>
<p align="center">Step 5 Time Out</p> <div align="center">  </div>