



White Woods
Primary Academy Trust



Whiston Worrygoose J and I School

Relationships & Behaviour Policy

RESPECT

REFLECT

RESTORE

Review date:
Aims of the Policy

September 2025

This Relationship policy is the cornerstone of the culture of school. It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture. This is what makes WWJI unique. It is

encapsulated in the relationships between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations.

This creates a community based on mutual respect and trust where we can live and work together in a supportive way. All members of the community need to be aware of issues of right and wrong, fairness and justice and tolerance. This is to be achieved through restorative practices and conversations.

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Help the growth of tolerance, empathy and consideration in members of the school community
- To encouraging a calm, purposeful and happy atmosphere within school in order to support learning to the highest standard.
- To foster relationships and caring attitudes, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour and consequences for behaviour choices clear and consistent throughout school. Misbehaviour is seen as having an impact on people and relationships. It is not just about rule breaking and systems.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language.
- Be fully inclusive.

Vision Statement

The following vision statement, agreed in conjunction with the governing body, staff and children, is central to our philosophy on behaviour at WWJI:

At WWJI, we are proud of our motto **Learn. Explore. Be inspired.** Through our challenging and purposeful curriculum, we aim to inspire a love of learning and develop children who have inquisitive minds. We are fully committed to the White Woods Academy Trust values (the 4cs)

All aspects of the school's work contributes to forming well-educated and well-rounded young adults ready to take their place in the world. Our broad and balanced curriculum promotes spiritual, moral, social and cultural development to prepare pupils for the opportunities, responsibilities and experiences of later life.

Expectations of Behaviour

At WWJI we embrace a fully inclusive ethos in which all children's needs are recognised. We aim to try to understand why children behave in the way that they do and address these needs though additional support for the child and where appropriate, their family.

Our clear and simple school rules are displayed around school and are consistently referred to by all staff.

Our school rules are the basis of our behaviour management systems, and help to set out the positive and hard-working atmosphere we strive to create. It is our aim that all children in school will contribute to the agreement of, know and understand these rules and will be able to use them to reflect on their own behaviour.

- **Always be Kind**
- **Always be polite**
- **Always tell the truth**
- **Always listen carefully**
- **Always work hard**
- **Always be tidy**
- **Always try our best**

Rights, responsibilities and beliefs

Our Relationship policy works within the following system. We will all:

RESPECT

Respect one another and the high expectations of behaviour.

REFLECT

the impact of this on self and others and identify what the

RESTORE

what has happened and rebuild relationships that may

The Relationships Policy fully embodies our core values of outstanding character development,;

Respect, Determination, Ambition, Tolerance and Integrity.

Adults and children demonstrate these core values at all times.

We believe that:

- All members have the right to be treated with respect, to be cared for and be happy in school.
- All members of the school community have the right to feel safe at all times.

- We will teach children how to build positive relationships that enable and empower them. If a relationship breaks down, we will support and teach the children how to repair that relationship through the restorative approach.
- Any inappropriate behaviour will be addressed and all parties involved will be given the opportunity to correct the situation.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- All members of the school community will make the most of opportunities given to them.

Offering a positive, stimulating and challenging learning environment motivates children to achieve their full potential.

- Reinforcing positive behaviours through individual guidance and counselling by using the restorative approach.
- Teaching PSHE and values in discrete lessons and assemblies.
- Informing parents and carers of success and concerns at the earliest opportunity a phone call or a face to face meeting.
- Involving parents fully in measures to recognise behavioural concerns and relationship issues and where necessary, how to repair the situation.
- Working with outside agencies to develop techniques to encourage positive behaviour.
- Offering the chance for individuals to have counselling and guidance through the restorative approach to develop, monitor and review behaviour.
- Offering all staff, including support staff, appropriate training to meet the needs of teaching and support staff when they are dealing with behaviour problems

Fundamental British Values

The school actively encourages its pupils to be good citizens at school, local, national and global level. This includes, with regard to behaviour, embracing the Fundamental British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

Staff Responsibilities

Five Pillars of Pivotal Practice:

1. Calm, kind, consistent adult behaviour
2. First attention to those doing the right thing – praise behaviour over and above the norm
3. Relentless routines
4. Scripting difficult conversations

5. Restorative follow up

In order for children to be able to live up to these expectations, all members of staff in school have a responsibility to act as role models and to support children in their emotional and behavioural understanding.

- To treat all children with respect, speaking quietly, calmly and positively to children at all times.
- To raise children's self-esteem by celebrating successes and letting them understand that they are valued.
- To provide challenging and relevant learning experiences that are purposeful and motivate the children.
- To create a safe and stimulating environment.
- To use rewards and sanctions clearly and consistently.
- To recognise that each child is an individual and may need individualised support with behaviour, whilst maintaining a calm and consistent approach.
- To form positive relationships with children, parents, staff and outside agencies.
- Use Arbor to record behaviour incidents so that these can then be acted on accordingly.

If we see misbehaviour as a symptom, then we need to ensure we address the root causes. The causes of misbehaviour may well be numerous and multifaceted and should be addressed by all members of the school community equally in a way that asserts high levels of challenge within a highly supportive environment.

We will always ask ourselves:

What is really going on here?

What are we being told?

Parents' responsibilities

- To work together with the school in order to implement this policy as necessary.
- To liaise with school regarding any issues which might affect their child's behaviour or their relationships with others.

Rewards

At WWJL, we recognise and greatly value the impact of positive rewards on a child's self-esteem. First and foremost, this is done through effectively building strong relationships with our children, built on understanding and care; we wholeheartedly believe that the children should know that we like them and want them to succeed and that by offering a child a smile or a 'thank you' or other verbal praise, we are making them feel happy and secure in our school.

In addition, each class will have class teacher awards or announce a star of the day. This is to celebrate exceptional achievement or effort. These pupils will receive a certificate to take home, written by their class teacher, describing how they achieved the award.

Children will be awarded **Characters Points** to recognise when they have gone above in demonstrating our core character values. Children who **always** demonstrate these values or go **above** in some way will be recognised by being invited to a special '**Always and Above**' lunch with a member of the SLT.

Sanctions

Connect before content:

Without relatedness, no work can occur. (...) Connect before content.
PETER BLOCK

Whilst we recognise the great importance of rewarding the children for following our school rules, for effort and for achievement has, we are fully aware that on occasions behaviour sanctions will have to be put in place. The system aims to encourage children to make the right choices about their behaviour within a restorative ethos and provides them with opportunities to do so, providing clear direction of what will happen if good choices are not made. We believe it to be important that the sanction is in proportion and relation to the behaviour and must be applied fairly across the school.

PIP/RIP



Praise in Public

Reprimand in Private

Be clear, calm & firm

- Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power.
- Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear.
- Speak to children calmly, with the greatest of respect, and be positive.
- We never shout, express negativity, or use sarcasm and derogatory tones.

RESTORATIVE PRACTICES

All language and practice provides the opportunities for everyone to:

- ☐ learn about the effects of their wrongdoing or inappropriate behaviour
- ☐ Take responsibility for making amends to those they have harmed
- ☐ Repair and restore the relationship with those harmed and the school community

HOW

1. **Behaviour**
2. **Impact** - When you..... I feel.....
3. **Needs** - I need you to.....
4. **Request** - Would you be willing to do that (if a request is appropriate)

Informal Restorative Practices:

- ☐ Affective Language – Provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response
 - ☐ Restorative Conversations – A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right
 - ☐ Impromptu Restorative Meeting – As a restorative conversation but involving 2 or more people
- Formal Restorative Practice
- ☐ Formal meeting – as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed to participate

Staff will avoid generalisations. Avoid words like:

- 'never' in saying 'you never behave'
- 'always', in saying 'you always disrupt my lesson'
- 'everyone', in saying 'everyone in this class is being disruptive'
- And 'all' in saying 'all of you are being disruptive'
- By saying a student never behaves they will simply (and rightfully) argue about the one time they did behave and cut your argument in half.
- Be specific, 'when you are disruptive when you talk when I'm talking'

Discuss Impact

Use a statement that uses '**I feel**' not 'you make me feel' because the second one creates blame. Make sure you separate the act from the person so you still value them as a person.

What I need

Also use this same model for discussing behaviour you like instead of 'I'm pleased with you' or 'I'm proud of you', try 'When you worked hard on that piece of work it left me feeling very pleased and I'm really looking forward to that behaviour continuing'. If someone pays you a compliment you'd tell them to be specific about what they like instead of saying 'I like you'.

Conflict happens, dealing with it is key

In every situation there are three truths: my truth, your truth and the truth, and ultimately the truth is it doesn't matter who is right just that all parties feel listened to and validated. To deal with conflict imagine a story telling timeline with the three bubbles below.



(see APPENDIX for further support in using the three bubbles the technique)

THE RESPORATIVE FIVE

When dealing with an incidence of misbehaviour we will use affirmative and restorative language in our questioning

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs what it comes to what happens next

	Instead say...
Why did you do it?	Can you share with me what happened?
Can you tell me the truth?	What is your view of what happened?
Who is to blame for what happened?	Who has been affected by what happened? What was the impact on you and others?
You need to think about your behaviour.	What would you like to see happen? What does that look like for you?
You need to do X...	What ideas do you have that would meet both our needs? (The key part to this question is 'both our needs'.
Who else is to blame?	Have you tried to look at what happened from another perspective?

How do we deal with racism?

We reject and oppose racist behaviour. Parents/carers will be contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents. The Governing Board/Trust will be informed of any racist incidents.

How do we deal with radicalism/extremism?

We aim to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values e.g. through assemblies, our curriculum, visits and visitors. We adhere to the Prevent Duty by building on existing local partnership arrangements. Rotherham Safeguarding Children Partnership (RSCP) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements take into account the policies and procedures of the RSCP. For example, RSCP publish threshold guidance indicating when a pupil or young

person might be referred for support. Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

How we deal with Bullying?

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to our 'Anti-Bullying' Policy. We treat all pupils fairly and apply this Relationship Policy in a consistent way.

Children who need additional support

At WWJI, we recognise that some children may need additional support to help them develop good behaviour routines and so at times, it may be necessary to work closely with parents to develop clear plans for these children. Furthermore, suitable additional support from our nurture group leader may be put in place to enable children to be successful.

Positive Handling

When a pupil's behaviour presents a risk of causing significant harm to themselves or others, or a significant damage to property, staff may require, as a last resort, to move or hold a pupil. Members of staff have been trained in the Positive Handling strategies which enable staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. Positive handling emphasises the use of diversion, de-fusion and de-escalation techniques. Physical intervention through reasonable force is only used as a last resort in order to ensure safety of pupils and adults where this falls under an adult's duty of care.

Any member of staff who has had to move or hold a child will be encouraged to take as much respite time as required before they return to their duties. A member of SLT will arrange for cover to facilitate this as necessary. Any physical intervention will be recorded using the CPOMs system. Positive Handling Plans will be tailored to the individual needs of specific children in consultation with the parents/carers if required. For further details, please refer to the Positive Handling Policy.

Allegations

A teacher accused of using unreasonable force will not automatically be suspended if other alternatives exist. A pupil who makes a false allegation against a teacher maybe temporarily or permanently excluded if deemed appropriate. The police will be informed if it is believed that a criminal offence has been committed. Malicious, unsubstantiated or unfounded allegations will not be included in employment references.

Off Site

The law states that Headteachers have statutory powers to regulate pupils' behaviour outside of school "to such an extent as is reasonable". If a pupil of WWJI is witnessed in person or through social media behaving in a manner which contravenes the Relationships Policy, sanctions will be put in place in accordance with the policy, according to the Head of school's discretion. Any member of staff who is witness to such behaviour, or has it reported to them, will report it to the

	Examples of Behaviour	Examples of strategies to be used
Level 1 behaviours (for children – 'behaviour that stops us from learning')	Distracting others, bickering over classroom equipment, calling out, interrupting, lack of care of property, inappropriate play, low-level inappropriate language etc.	• Non-verbal warning, praise other children. Non-verbal warning can involve signalling correct behaviour, eye contact or soft touch. • Verbal reminder of school rule/expectations. • Use a positive approach of encouraging the child to want to make good choices to earn rewards • Try to reward a positive behaviour as soon as possible. • If necessary, class teacher to have further time with child at start of break/dinner to bring a resolution to the situation. A restorative conversation - a positive, restorative process and must finish with a positive comment on reintegration (eg. 'I'm really looking forward to having you in class after dinner; I know your art work is going to be great this afternoon as I know you're very creative'). • If this is persistent, teachers will record on Arbour system
Level 2 behaviours (for children – 'behaviour that stops us from being happy')	Verbal aggression, name-calling, lower-level physical aggression (eg. pushing during an argument, hitting someone's arm, standing on feet), leaving the room without permission.	• Class teacher to discuss incident with child and remind of school rules. • A restorative discussion with the child about their behaviour and what should have been done differently, followed by some time restoring what they have done. • 'Time In' with an adult. Reflection time at break/dinner (10mins at most for EYFS/KS1, 15mins at most for KS2) with the class teacher. This is a positive, restorative process and must finish with a positive comment on reintegration (eg. 'I'm really looking forward to having you in class after dinner; I know your art work is going to be great this afternoon as I know you're very creative'). • Class teachers will record this on Arbour and inform parents of the behaviour and consequences at their discretion, for example if it had been re-occurring.
Level 3 behaviours (for children – 'behaviour that stops us from being safe')	Deliberate, significant physical aggression, significant damage to property, bullying, persistent defiance towards adults, putting themselves at significant risk (eg. Hiding away from classroom, running outside etc.). Key question: Is someone's	• SLT member to be contacted who will investigate the whole story and work with the child/children involved to agree a action/sanction if appropriate. • The child may spend a longer period (at SLT member discretion) of their dinnertime engaging in reflective and restorative discussion and activity. This will focus on restoring what they have done. • SLT may also move on to further consequences (missing specific events and or a period of internal exclusion/exclusion) if the behaviour is very serious or is a repeat behaviour. • SLT will record all incidents at this level on the Arbour and occasionally on CPOMS system and inform parents of the behaviour and consequences. • SLT member will bring child to speak to class teacher to ensure positive reintegration before s/he re-joins the class reinforcing expectations • A formal restorative conversation/meeting will take place with pupils involved and teacher. • Parents/carers will be informed and a formal restorative meeting with pupils, teacher, SLT and parents will be called.

	safety being compromised?	
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Dinnertime Sanctions

	Examples of Behaviour	Examples of strategies to be used
Level 1 behaviours (for children – 'behaviour that stops us from doing activities')	bickering over equipment, shouting in hall, interrupting, lack of care of property, inappropriate play, low-level inappropriate language etc.	• Discuss with the child what has happened. (Use the Three Bubbles to support structure of conversation) • If continues then a verbal warning and discussion about the child's behaviour. • Remind of school rules and expectations • Explain what will happen if behaviour continues • If level 1 behaviour persists, child moves onto Level 2 consequence.
Level 2 behaviours (for children – 'behaviour that stops us from being happy')	Verbal aggression, name-calling, lower-level physical aggression (eg. pushing during an argument, hitting someone's arm, standing on feet), leaving the room without permission.	• Discuss with the child what has happened (Use Three Bubbles to support structure of conversation) • Timeout in an appropriate area, with chance to reflect on the restorative questions. (no more minutes than the child's age in years) • Brief restorative conversation with adult involved to ensure positive reintegration must occur.
Level 3 behaviours (for children – 'behaviour that stops us from being safe')	Deliberate, significant physical aggression, significant damage to property, bullying, persistent defiance towards adults, putting themselves at significant risk (eg. Hiding away from classroom, running outside etc.). Key question: Is someone's safety being compromised?	• Reported to a teachers or member of SLT who will then follow the procedures for in-school behaviour. Record behaviour on ARBOR. • If there is continued, immediate risk of harm to children or significant damage to property, then a member of SLT should be sent for immediately and they will assess and manage the situation, following the procedures for in-school behaviour. • A formal restorative conversation/meeting will take place with pupils involved and teacher. • Parents/carers will be informed an a formal restorative meeting with pupils, teacher, SLT and parents will be called.

This does not represent an exhaustive list, and teachers will use their professional judgement to make a 'best fit' decision based on the behaviour, within the context in which it occurred. If unsure, teachers will consult a colleague or a member of SLT.

Arbor is used in school to record incidents of both negative and positive behaviours. Any behaviour that is logged onto the system is reviewed by the Head of School each week and a summary produced for the Executive Headteacher

Confiscated Items

The Head of School is able to search without consent for and confiscate:

- Illegal drugs or other illegal substances, or paraphernalia associated with these
- Cigarettes or tobacco products if smoked on site
- Inflammable items including lighters, matches, lighter fluid and fireworks
- Alcohol
- Stolen goods
- Weapons or items which could be used as a weapon to cause harm
- Materials which are illegal for a child to have, eg racist or pornographic
- Any other item deemed inappropriate by the Head of School/Executive Headteacher.
- Mobile phones and other electronic devices

If an item is confiscated, it will be labelled with the pupil's name and placed in locked storage in the school office. Parents/carers will be contacted to collect the item(s) and also discuss the incident and any further action. If the item confiscated or content of e.g. digital images, is deemed abusive or inappropriate and contravenes the Anti-Bullying Policy then actions will be enforced in accordance. The police will also be involved if deemed appropriate.

APPENDIX

1.1 Conflict happens, dealing with it is key

The Three Bubbles

In every situation there are three truths: my truth, your truth and the truth, and ultimately the truth is it doesn't matter who is right just that all parties feel listened to and validated. To deal with conflict imagine a story telling timeline with the three bubbles below



When asking what happened, you should aim to empathise and not to blame. Try questions like:

- What do you think has brought us here? (Your answer should not be your flight from your home country)
- What were you thinking at the time?
- What were you feeling at the time?
- When that happened what did you think or feel?
- Anything else?

When asking who has been affected do not stress the impact on yourself first, listen to them impact on them before you do, we will come to discussing how you highlight your dissatisfaction. Try questions like:

- How do you feel now?
- How have you been affected?
- How have you felt since?
- Who else do you think was affected?
- How do you think others might be feeling?

When searching for a solution it is important to not return to the issue that brought you there and seek to blame again. Instead, try questions like:

- What do you think we need to do now?
- What else needs to happen?
- What will help you move on from this?
- How do you feel about what we've suggested as a solution?
- What is really important in all this questioning is try to avoid 'why' questions, as they often create blame 'why did you do that?' 'why do you disrupt my lesson?' 'why are you late'

Addendum in light of COVID 19:

In light of the COVID-19 outbreak, the following guidance is issued in order to further safeguard staff and children. These procedures are modelled on the Government guidance and will remain under review.

Our positive ethos and behaviour strategies outlined in the policy will remain in place. The mental health and wellbeing of our children is paramount and they will need to be supported positively to learn and adapt to new routines and expectations in school. Lessons and 'circle time' activities should support children's transition back into school and learning, and to become familiar and comfortable with new routines and expectations. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. All staff must be vigilant and report any safeguarding concerns to the DSL immediately.

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as controls that, when implemented, create an inherently safer system, where the risk of transmission of infection is substantially reduced.

The government have been clear that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In order to reduce risk staff should:

- avoiding contact with anyone with symptoms
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of settings

As teachers we must actively support children to:

- clean hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – putting tissues in a lidded bin

Framed through our key school rules we will explain any new rules, expectations and routines to children, reinforcing these positively through the issuing of team points and DOJOS. In the instance that children intentionally act in an unsafe way, a restorative approach will be taken and sanctions implemented in line with the school's behaviour policy. Any intentional actions taken that add unnecessary risk to other staff or children will not be tolerated.

Positive Handling

When a pupil's behaviour presents a risk of causing significant harm to themselves or others, or a significant damage to property, staff may require, as a last resort, to move or hold a pupil. Team Teach emphasises the use of diversion, de-fusion and de-escalation techniques. Physical intervention through reasonable force is only used as a last resort in order to ensure safety of pupils and adults where this falls under an adult's duty of care.

Members of staff who have been trained in the Team Teach strategies have been identified to undertake this duty if required (Mrs Hill/Mr Gardner/Mrs Senior) and risk assessments have been completed to identify 'at risk' children).