



Behaviour and Relationships Policy

Reviewed: September 2025

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Introduction and Philosophy

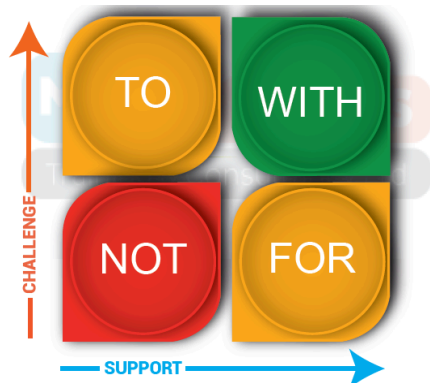
White Woods Primary Academy Trust (WWPAT) and Kilnhurst Primary School are committed to creating a learning environment where all our children, from any background, will be supported to excel both academically and socially, developing the skills of lifelong learners.

Our approach is grounded in the belief that strong relationships are at the heart of excellent behaviour. We prioritise relational practice – building, maintaining and restoring connections – because we know that trust and respect underpin a positive learning culture. Through restorative approaches, we work with pupils to repair harm and rebuild trust.

We use the Social Discipline Window as a core framework for our approach to behaviour. This model helps us to balance high expectations with high levels of support, ensuring that we work *with* children rather than doing things *to* or *for* them, or neglecting to address issues altogether. By adopting this restorative and relational stance, we enable children to take responsibility for their actions, repair harm where it has occurred, and learn how to make positive and appropriate behaviour choices.

All schools in the Trust adopt this shared philosophy and framework, while contextualising their approach to reflect their community and ethos.

We recognise that behaviour extends beyond the physical school environment and



includes pupils' conduct online. As such, online safety and digital wellbeing form part of our whole-school approach to behaviour, safeguarding and personal development. We actively teach pupils how to behave responsibly, respectfully and safely in both offline and online contexts.

Aims

- To create safe, inclusive schools where all pupils can learn and thrive.
- To ensure behaviour expectations are clear, fair, and consistent across the Trust.
- To ensure that excellent behaviour is the minimum expectation for all.
- To help learners to self-regulate their behaviour and be responsible for the consequences of it.
- To use behaviour incidents as opportunities to teach, repair, and restore.
- To support children through a graduated response where needs are more complex.
- To ensure consistency is achieved through the consistent application of principles, rather than identical responses in every situation.
- To ensure pupils understand how to behave safely, respectfully and responsibly in online environments as well as in school.

Legal and Policy Framework

This policy aligns with:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- DfE (2022) Behaviour in Schools guidance
- DfE (2023) Suspension and Permanent Exclusion guidance
- DfE (2018) Mental Health and Behaviour in Schools
- Keeping Children Safe in Education (2025)
- Trust Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Positive Handling/Use of Force Policy

Roles and Responsibilities

Trust Board

Approves and monitors this policy across all schools.

Holds leaders to account for implementation, compliance, and analysis of behaviour data.

Local Governing Bodies (LGBs)

Monitor implementation in their school.

Ensure policies reflect Trust rules and local values.
Champion stakeholder voice (pupils, staff, parents).

Trust Inclusion Team

To offer guidance and support to school leaders
Provide professional development
Monitor and analyse Trust behaviour patterns

Headteachers & Senior Leaders

Lead the implementation of this policy.
Ensure staff are trained in restorative and relational practice.
Report regularly to LGB and Trust on behaviour trends and interventions.
Authorise suspensions/exclusions in line with Trust policy.

SENDCO

Ensure pupils with SEND/SEMH needs are supported through graduated response.
Lead on IBPs, one-page profiles, and liaison with external agencies.
Ensure reasonable adjustments are made in line with the Equality Act 2010 and that behaviour responses take account of individual needs and vulnerabilities.

All Staff

Model positive behaviour and relational practice.
Apply the rules, routines, and graduated response consistently.
Use restorative conversations to repair harm and build relationships.
Record incidents accurately and promptly.
Follow safeguarding procedures at all times and report concerns immediately using CPOMS.
Promote and model safe, respectful and responsible online behaviour in line with the Online Safety & Digital Wellbeing Policy.

Pupils

Take responsibility for their behaviour and learning.
Engage in restorative conversations when things go wrong.
Demonstrate safe, respectful and responsible behaviour when using technology both in and outside of school.

Parents and Carers

Support school expectations and values.
Engage in restorative actions and support behaviour plans where needed.
Raise concerns respectfully through the correct channels

Behaviour Lead

The Behaviour Lead is responsible for promoting and maintaining high standards of pupil behaviour across the school. They lead on developing and implementing the school's behaviour policy, ensuring consistency in approach among staff, and fostering a positive, respectful school culture. The role involves analysing behaviour data, supporting staff with strategies for managing challenging behaviour, coordinating interventions for individual pupils, and working closely with parents, senior leaders, and external agencies to promote inclusion and wellbeing.

Graduated Response to Behaviour

Where pupils require additional support, a graduated response will be implemented. This may include:

- Stage 1: Classroom strategies and consistent application of behaviour routines
- Stage 2: Targeted support such as behaviour plans, adapted provision or additional adult support
- Stage 3: Involvement of SENDCo and external agencies (e.g. SEMH team, Educational Psychologist)
- Stage 4: Personalised interventions and multi-agency planning

This ensures that behaviour is understood as a form of communication and that appropriate support is put in place alongside clear expectations.

How we Promote and Encourage Excellent Behaviour

We praise and reward pupils for good behaviour in a variety of ways:

- Teachers congratulate and praise all pupils
- All members of the teaching staff at Kilnhurst Primary School award pupils Dojo points to acknowledge outstanding effort in their work linked to the success criteria of the lesson (*Appendix 2*)
- Bronze, Silver, Gold and Platinum certificates are awarded to pupils in our Special Mentions Assemblies linked to our star system (*Appendix 2*).
- All pupils can participate in Special Mentions Assemblies where they are able to show examples of their best work.
- Pupil's success will be shared with parents through Class Dojo.
- The school acknowledges all the efforts and achievements of pupils, both in and out of school.

How Staff Members Promote and Encourage Excellent Behaviour

All staff members promote and model the same values regarding behaviour and relationships throughout school by teaching and modelling expected behaviour

and positive relationships. Establishing, maintaining and restoring relationships is paramount to ensure that positive relationships with pupils and colleagues are implemented and a shared culture of mutual respect and understanding is consistently maintained. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils.

Where an incident involving behaviour may arise, it is for staff members to ensure that restorative conversations are held to ensure that all parties involved understand the impact of their decisions/actions whilst feeling listened to and valued. Staff members will seek help and advice from a member of the Senior Leadership Team followed by the Deputy Headteacher and finally the Headteacher where appropriate.

Where children have complex behaviour needs or are identified as having SEND, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil.

The class teacher may, for example, discuss the needs of a pupil with the education social worker or LA behaviour support service. The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

When pupils do misbehave, we aim to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

All staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

Online Behaviour and Digital Conduct

The school recognises that behaviour expectations apply both in school and online. Pupils are expected to demonstrate the same values of respect, responsibility and safety when using digital technologies.

We teach pupils how to:

- Use technology safely and responsibly
- Communicate respectfully online
- Recognise and respond to online risks
- Report concerns to a trusted adult

Any incidents of inappropriate online behaviour (including cyberbullying, misuse of devices or unsafe online conduct) will be managed in line with this Behaviour Policy and the Online Safety & Digital Wellbeing Policy.

How we work with Parents

The school actively promotes an effective and collaborative approach with parents. This is to ensure our pupils receive consistent messages about how to behave at home and school. We explain the school values and the expectations of behaviour in the home school agreement, and we expect parents to read these and support them. We expect parents to support their pupil's learning, and to cooperate with the school, as set out in the home-school agreement.

We build supportive links between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour.

If the school needs to use sanctions, we work in partnership with parents to ensure a consistent approach between home and school, supporting pupils to improve their behaviour.

If the school needs use reasonable sanctions to reprimand a pupil, parents should support the actions of the school. If parents have any concern about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or a member of the Senior Leadership Team. If these discussions cannot resolve the problem, the complaints procedure can be requested and the Governing Board informed.

The Headteacher and Governing Board are fully committed to the improvement of our school. We welcome feedback from parents/carers and will always try to resolve any concerns as quickly as possible. Sometimes, however, parents or carers pursuing complaints or other issues treat staff and others in a way that is unacceptable. Whilst we recognise that some complaints may relate to serious and distressing incidents, we will not accept threatening or harassing behaviour towards any members of the school community, further information can be found in the school policy on unreasonably persistent complainants or harassment of staff.

Fundamental British Values

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

All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully, and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Expectations of Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture by upholding the shared values. Pupil voice is considered; pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture.

Pupils are expected to:

- Be ready to learn and follow adult instructions first time
- Engage positively in restorative conversations
- Show respect to all members of the school community
- Take responsibility for their actions and choices

How we deal with incidents within school.

Low level incidents

The school employs several consequences to enforce the school values, and to ensure a safe and positive learning environment. We respond predictably, promptly, and assertively in accordance with the school behaviour and relationships policy and employ each sanction appropriately to each individual situation.

Any sanctions will be imposed consistently and fairly by all members of staff in line with this policy.

Low-level behaviour is managed through a clear, stepped and consistent approach:

- **Step 1:** Reminder of expectations
- **Step 2:** Warning and opportunity to correct behaviour
- **Step 3:** Adaptation (e.g. move seat / change environment)
- **Step 4:** Removal from classroom if behaviour continues

Consistency is achieved through the application of shared expectations and routines, while allowing staff to exercise professional judgement based on individual circumstances.

Our priority is to ensure the safety of pupils and staff and to restore a calm learning environment.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so we give them a verbal reminder of the expectations of behaviour. Should this fail to deter inappropriate behaviour, we may ask them either to move to a place nearer the teacher, or to sit on their own, to avoid distractions and have an environment in which they can thrive.
- We expect pupils to show their best selves in all activities. If they do not do so, we may ask them to redo a task.

- Where a pupil disrupts a class and refuses to co-operate, they will be given a verbal warning and a reminder of the expectations of behaviour, if the behaviour continues the pupil will be removed from the class for the remainder of the session. The pupil will be expected to complete the set work in a different classroom. If the work is not completed the pupil may miss playtime to complete it or the work may be sent home.
- Children that continuously disrupt the learning for other children may be removed from class for a period of time. This is to avoid exclusion or suspension if possible.
- If a pupil is removed from the classroom the incident will be logged and parents informed.
- If a pupil refuses to leave the classroom, teachers will inform a member of the Senior Leadership Team who will go to the classroom and calmly withdraw the pupil. The pupil will continue their work by themselves, in silence, in an alternative classroom or area in school under the supervision of a member of staff.
- A pupil who persistently disrupts learning may have a behaviour plan created in consultation with parents, educational psychologist, the local SEMH team and any other relevant agencies.
- Should a pupil continue to disrupt learning or refuse to cooperate following a significant number of removals from class, a suspension may take place. Parents/carers, the Chair of Governors and the Local Authority will be informed.
- If a pupil breaks a School Rule, then a sanction may include the loss of a break time, a written task or the loss of a privilege.
- The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- Any serious incidents will be recorded by the class teacher and discussed with the parent/carer of the pupil in question.
- An incident log will also be used to record low level disruption or behaviours that occur regularly.
- Parents will be invited to a meeting regarding the concerns over their child's behaviour if 3 or more incidents are logged within a half term.
- Foundation Stage uses 'Thinking Time' for children to take time out to think about what they have done wrong.

This approach also applies to low-level online behaviour, such as inappropriate use of school devices, misuse of online platforms or unkind communication, which will be addressed consistently and in line with this policy.

Should a pupil continue to disrupt learning or refuse to cooperate following a significant number of removals from class, a suspension may take place.

Parents/carers, the Chair of Governors and the Local Authority will be informed.

Suspension and exclusion will only be used as a last resort and in line with DfE (2023) Suspension and Permanent Exclusion guidance. Decisions will be lawful, reasonable and proportionate, taking into account the individual circumstances of the pupil, including any SEND or safeguarding needs.

Reintegration meetings will take place following any suspension to support a successful return to school.

Any very serious incident including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a suspension. In severe cases if suspensions do not help the pupils, a permanent exclusion can be enforced.

Following a sanction, strategies are used to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. This includes restorative conversations which give the pupil an opportunity to reflect upon the impact of their decision making and how they may do better in future. (See Appendix 1).

Racism

Our school community rejects and opposes racist behaviour. Any child found behaving in a racist manner will be addressed immediately and parents/carers 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.

Homophobia

Our school community actively promotes respect, inclusion and equality for all. We challenge homophobia in all its forms, recognising that it has no place in our school. Staff model inclusive language and behaviour, and children are taught to value diversity and difference. Any homophobic behaviour will be addressed immediately, with parents/carers informed and appropriate support given to those affected. We record all incidents and use this information to inform our ongoing work in creating a safe and respectful environment for every member of our community

Bullying

Our 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. See School's Anti Bullying Policy

Suspension and exclusion is used as a last resort. Only the headteacher, head of school or acting headteacher, can suspend or permanently exclude a pupil from school. In the event of suspension or exclusion the Trust's exclusion policy is applied.

This includes cyberbullying and any behaviour that occurs online, whether inside or outside of school, that impacts the safety or wellbeing of pupils.

How 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 coordinating 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 publishes 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, the Home Office fund dedicated Prevent coordinators 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.

We recognise that online platforms can be a source of risk, including exposure to harmful content, radicalisation or inappropriate contact. Staff remain vigilant to these risks and follow safeguarding procedures where concerns arise.

Use of reasonable force.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit, where necessary and appropriate.

Reasonable force is used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and

discipline. Please refer to the [DfE guidance: Use of reasonable force advice](#) for school leaders, staff, and governing bodies.

At Kilnhurst Primary we have staff that have been trained in the Team Teach approach. The strategies in this approach promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention. Staff are equipped with the ability to de-escalate situations which may include the use of physical intervention. These interventions are to reduce risk but are not without risk and there are working realities and likely consequences when individuals are involved in an incident involving use of force.

All incidents of use of reasonable force or physical intervention are logged on CPOMs and communicated to parents/carers as soon as reasonably possible.

Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy.

The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves;
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Electronic devices

All members of staff can use their power to search without consent for any of the items listed above.

Confiscation:

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis.

Behaviour data, including patterns of incidents, groups of pupils and types of behaviour, is analysed regularly to inform interventions and support.

Senior leaders and the Behaviour Lead review this data to identify trends and implement proactive strategies.

The Headteacher also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of any inappropriate behaviour displayed by the children and monitors this regularly. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Online behaviour incidents and trends are also monitored alongside in-school behaviour to ensure a joined-up safeguarding approach.

Links to Other Policies

- Online Safety & Digital Wellbeing Policy
- Safeguarding and Child Protection Policy

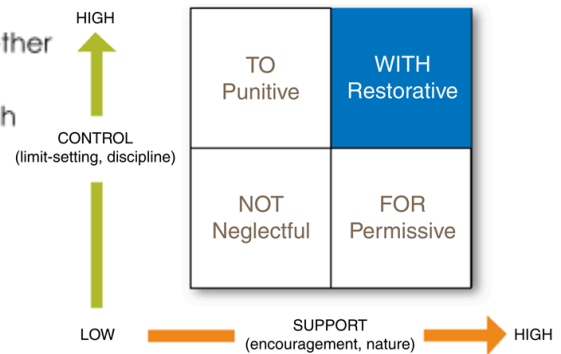
- Anti-Bullying Policy
- SEND Policy
- Exclusions Policy

Review

The Governing Board reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Appendix 1

We aim to ensure all interactions with learners (whether addressing negative behaviours, incidents or approaching learning in the classroom) present high challenge and high support.

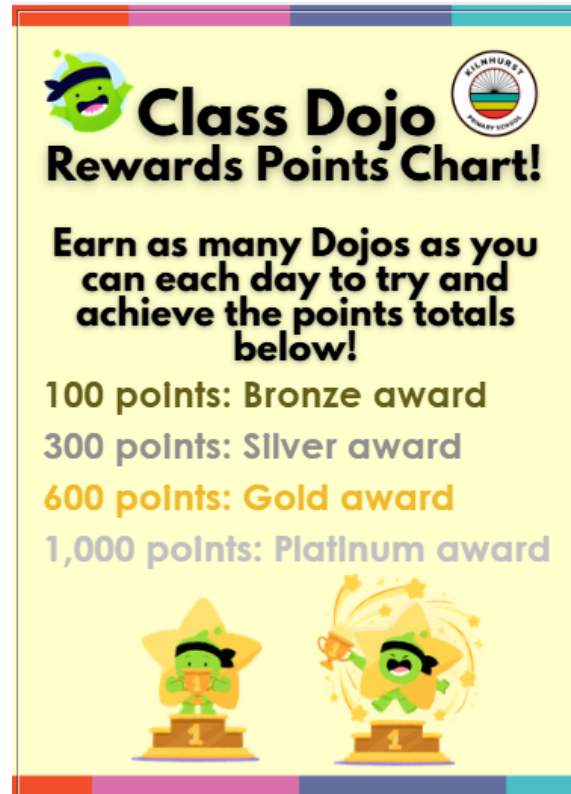
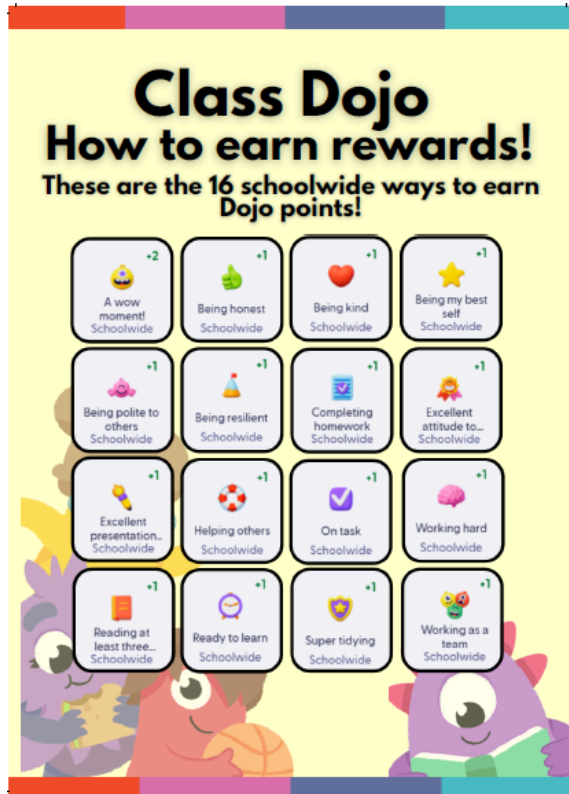


Whenever discussing an incident with learners, the aim is for them to be fully invested in the process and focussed on a solution rather than to feel judged or attacked.



Appendix 2

We give pupils lots of ways to earn positive reward points towards achieving their Bronze, Silver, Gold and newly created Platinum awards. Here are the ways you can earn them from anyone in school.



Certificates - Bronze, Silver, Gold and our new platinum certificates are awarded to pupils in our Special Mentions Assemblies linked to our Dojo points system.



Appendix 3 – Low level behaviours consequences chart

Below is an example of the consequence chart for low level behaviours in class. Staff are to follow the steps if a pupil is not making the right choices in their learning.



Kilnhurst Consequences

STEP 1: A quiet reminder 

STEP 2: A spoken reminder 

STEP 3: Change places 

STEP 4: Corridor chat 

STEP 5: Time in a partner class and a phonecall home informing parents.