



**White Woods**  
Primary Academy Trust



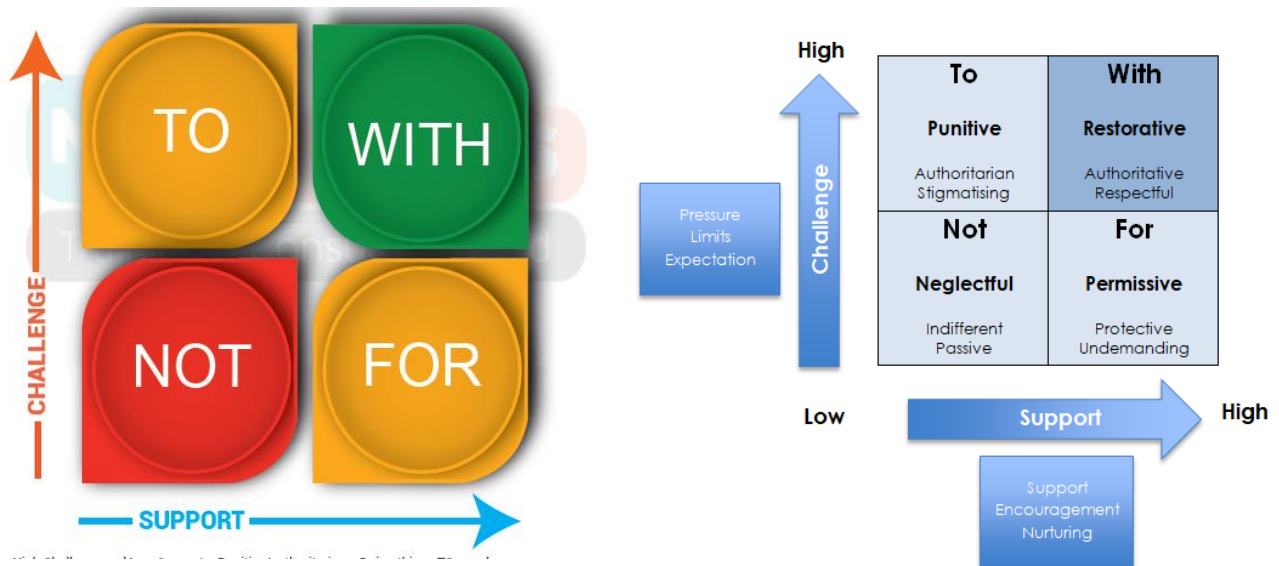
# Behaviour and Relationships Policy

Responsibility	SLT
Date of last review	September 2025
Date of next review	September 2026
Date ratified by local Governors and/or Trustees	September 2025

## 1. Introduction and Philosophy

White Woods Primary Academy Trust (WWPAT) and Anston Brook 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.

## 2. 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.

## 3. Legal and Policy Framework

This policy aligns with:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- DfE (2016) Behaviour and Discipline in Schools
- DfE (2018) Mental Health and Behaviour in Schools
- Keeping Children Safe in Education (2025)

Linked policies:

- Trust Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Positive Handling/Use of Force Policy

## 4. 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.

### **SEND/CO**

Ensure pupils with SEND/SEM/HD needs are supported through graduated response.

Lead on IBPs, one-page profiles, and liaison with external agencies.

### **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.

### **Pupils**

Take responsibility for their behaviour and learning.

Engage in restorative conversations when things go wrong.

### **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

### **Pastoral Team/Behaviour Lead**

Support children to talk about and regulate their feelings and behaviours.

## **5. Racism, Homophobia, Bullying and serious incidents.**

**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 are 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.

## **6. 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 Head teacher 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 Anston Brook 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 or
- 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.

## **Beyond the school gate**

Staff will address and deal with any negative behaviour which –

- Takes part in any school-organised or school-related activity or travelling to or from school

- Occurs whilst the individual is wearing school uniform in some other way identifiable as a learner at Anston Brook Primary School.
- Occurs at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public could adversely affect the reputation of the school.

## 7. Graduated response to behaviour

Any action we take to address negative behaviour is designed to:

Maintain Safety

Repair  
Relationships

Prevent a repetition  
of negative  
behaviours

Teach children to  
learn from their  
mistakes.

### Wave 1 – Universal (for all children)

#### High-quality relational practice and inclusive teaching

- Clear routines and expectations consistently applied.
- Modelling of positive behaviours by adults.
- Daily relational practices (e.g. greetings at the door, check-in/check-out circles).
- Recognition, praise, and reinforcement of positive behaviour.
- Restorative language embedded in everyday conversations.
- Preventative strategies: seating plans, scaffolding, regulation breaks, predictable transitions.

*Aim: to create a safe, supportive climate where most pupils thrive without additional intervention.*

### Wave 2 – Targeted (for some children)

#### Additional, time-limited support for pupils with emerging behaviour needs

- Restorative conversations following incidents.
- Increased adult check-ins and mentoring relationships.
- Individual behaviour or regulation plan (shared with child and parents).
- Short-term, structured interventions (e.g. small-group social skills, nurture groups).
- Enhanced home-school communication to support consistency.
- Flexible responses (e.g. adapted routines, access to a calm space).

*Aim: to address patterns of behaviour early and prevent escalation.*



### Wave 3 – Specialist (for a few children)

#### Personalised, intensive, and multi-agency support

- Individualised behaviour and regulation plan regularly reviewed.
- Risk assessments and safeguarding planning where necessary.
- Involvement of external professionals (e.g. EP, CAMHS, behaviour support services).
- Bespoke timetables, curriculum adaptations, or alternative provision.
- Close partnership with parents/carers and agencies to provide wrap-around support.
- Clear graduated consequences where safety is at risk (e.g. internal exclusion, suspension), always followed by restorative work.

*Aim: to support children with the most complex needs to remain included and succeed, balancing their*

## 8. Our school rules and expectations

At Anston Brook, our behaviour policy is rooted in our six core values: Respect, Resilience, Responsibility, Resourcefulness, Risk-Taking and Reciprocity. These values underpin everything we do and shape the way our children, staff and community work and learn together. We believe that by consistently modelling, teaching and celebrating these values, we create a positive, inclusive and safe environment where every child can thrive.





## Behaviour and Consequence Ladder

1	Verbal and non-verbal reminders e.g. eye-contact, gesture, private reminder.
2	<p><b>First warning</b> – the adult will place more emphasis on the warning, using positive but affirming language – this will happen in the classroom. Remind the child that persistence at this level will result in them speaking to you about it later.</p> <p>This is a gentle approach, personal and side-on to the child. Adult to move away and give the child time to reflect and adjust their behaviour.</p>
3	<p><b>Second warning</b> – If the child persists, the adult will explain that this is a second warning. Away from the other children, the adult will calmly discuss their unwanted behaviour. This is short and to the point, with the learner returning to their work as soon as possible.</p> <p>Consider a logical consequence after the discussion e.g. catch-up missed learning or an apology.</p>
4 <b>Arbor</b>	<p><b>Time out</b> – is given when the steps above are unsuccessful and learning continues to be disrupted by the child. They can be given 'time out' where they complete learning in another classroom or in the library area with a teaching assistant.</p> <p>The adult will then speak to the child, using the restorative conversation guide and the child can return to class when ready.</p> <p>Class teachers to speak to parents at the end of the day or a phone call home.</p>
5 <b>Arbor</b>	<p><b>Behaviour support (Pastoral/SLT response)</b> – An adult in the classroom can ask for support from the pastoral lead or SLT. This support will remove the child from the classroom and take them to a safe, quiet area of school to regulate (The Den or SLT office).</p> <p>The child remains with the adult to calm and regulate – when the child is ready, they will discuss their behaviour and consequence using the Restorative Conversations guide.</p> <p>The child will then complete their learning from that lesson with the supporting adult, which may take place at break or lunchtime.</p> <p>The class teacher will then speak to the child to restore and reset, before returning to class.</p> <p>Parents are contacted by SLT to inform them and invited in to speak to staff if required.</p>

Persistent behaviours within a short space of time, speak to SLT to arrange a meeting with families to discuss how best to support their child using a Positive Behaviour Plan.



If a child is at immediate risk of harming themselves or others, trained staff may intervene using Team Teach strategies, in line with the Positive Handling Policy.

### **Significant Behaviour Incidents**

We consider the following behaviours to be unsafe for both children and staff in school. These are some of the behaviours that count as significant:

- Damage to property – this is a result of unsafe, dangerous and possibly violent behaviour.
- Physical assault – this is deliberate with the intention to harm/cause injury. This could be punching, kicking, biting, head-butting or directed spitting.
- Verbal assault – this is deliberate with the intention of causing emotional harm and it is directed and personal. This can include swearing or prejudicial language.
- Deliberate throwing of objects (which may result in injury) – this is deliberate and with no regard for anyone's safety.
- Fighting (including play fighting) – this results in injury (whether intentional or unintentional).
- Leaving without permission – this can include a child leaving the classroom and then hiding from staff as this is unsafe behaviour. If a child leaves school premises, two members of staff need to follow the child at a safe distance, call the police and also the family of the child.
- Sexualised behaviour
- Discrimination related behaviours (in line with the Protected Characteristics and Equality Act 2010).

Where behaviours raise a concern about a pupil's welfare or meet the threshold for abuse (e.g. sexualised behaviour, physical assault), these will also be referred to the DSL and logged on CPOMS as a safeguarding concern.

### **Actions following significant behaviours**

Actions following significant behaviours If any of these incidents occur, help will be sent for if support is needed. This could be any member of staff. This is to make sure all children and staff are safe. The child will need to be taken to a member of SLT or Pastoral Lead if they are unsafe. The member of SLT will identify the events that have led to the incident and determine the necessary actions. These behaviours could result in any of following:

- Restorative actions e.g. letters, apologies, repairing damage in the child's free time (break times and/or lunchtimes).
- Removal of free time to discuss the issue.
- Meeting with parents / carers.
- Removal of privileges such as attendance at extracurricular activities.
- Internal suspension may be given if appropriate.
- External suspension may be given if appropriate.



Whilst removal or refusal to participate in a trip or visit linked to the curriculum will not be used as a consequence of behaviour, if the child is unsafe, they may be declined participation on the grounds of safety. 'Unsafe' behaviours can include those that may put themselves, others or the reputation of the school at risk of harm (e.g. persistent swearing, abusive and unpredictable behaviour).

Any decisions and actions regarding exclusions will be made in accordance with the exclusions policy.

Any incidents such as these will need to be recorded on Arbor by the member of staff who initially witnessed/dealt with the incident. The member of SLT who was then alerted to it will add any appropriate actions that have been taken. If either an internal or external exclusion has been given, there will be relationship restoration meeting before the child is taken into class e.g. on the next day. This will be carried out by the member of SLT who has dealt with the incident. It may involve families and will involve the child and will focus on repairing the relationships with the people who they have upset - this includes either children or staff.

Depending upon the incident, a risk assessment and/or positive behaviour plan may be drawn up and shared with relevant stakeholders. The staff or child will be invited to the meeting before being taken to class with the member of SLT and the focus will be on having a fresh start. Clear expectations around behaviour will be given during this meeting. These risk assessments will be reviewed in collaboration with families and external professionals where appropriate.

### **Outside playtimes**

If a child is unsafe or causing harm to another child, they will be taken inside to the leadership office or appropriate space and will be excluded from playtime because of their unsafe behaviour choices. This is to ensure a safe playing environment for all and to set a clear expectation about safe play.

Once there, restorative conversations will take place and appropriate sanctions, and repair work will be undertaken. If unwanted or significant behaviours occur during play or dinner time, arrangements may be made such as peer/adult supervision, alternate play time, altered activities and/or removal of free time.

## Framing Restorative Conversations



## 9. Rewards

Praise and rewards are always given with a clear expectation of the positive behaviour we want to encourage and celebrate. The explanation given will always refer to one of our school values.



### **Class Dojo**

Learners are awarded dojo points for demonstrating our school values. We celebrate learners with certificates when they reach dojo milestones each half term (50, 100 and 150 points).



### **Learning Heroes!**

Learners are selected on a weekly basis to receive a Learning Hero special mention in assembly. Our certificates show how they have demonstrated the value we have been focusing on that week.



### **Celebrate Excellence**

Excellent work and learning will be shared proudly on our corridors, in reception and online using the website, Dojo stories and X.

## **Promoting Positive Behaviour**

- Verbal and non-verbal recognition
- Assemblies and learning hero certificates
- Head teacher recognition – Gold Star sticker and learning showcases
- Communication with families e.g. phone call, Dojo message or email

## **10. Monitoring and Recording.**

Across the Trust all school log behaviour on Arbor or CPOMs if the incident is serious, this allows schools and school leaders to analyse patterns of behaviour and ensure that children are being appropriately supported.