



White Woods
Primary Academy Trust



Behaviour and Relationships Policy

**Reviewed and ratified by the governing body
September 2025**

Date of next review

September 2026

At Swinton Fitzwilliam Primary School, our mission is to provide a safe, happy and inspiring environment for all learners. Teaching our children how to behave appropriately, by setting clear and high expectations of behaviour, modelling and rewarding excellent behaviour is extremely important.

Purpose

We want our learners to-

Be kind, with a strong sense of morality and fairness

Be equipped emotionally to succeed in their school life.

Know right from wrong and take responsibility actions.

Feel accepted.

We believe that-

We all stand to gain from a safe environment where adults and children have strong relationships based on mutual respect.

All children need to be equipped emotionally to succeed in their school life.

We aim to use behaviour incidents as opportunities to teach, repair and restore relationships.

We aim to support children through a graduated response where needs are more complex.

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



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.

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

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 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.

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 Principal 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.

A xxx 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.

Fixed-term exclusions

Only the Head Teacher (or acting Head Teacher) can take the decision to exclude a pupil. A period of exclusion can either be for a fixed term (ranging from 0.5 days to 5 days) or permanent. The decision to exclude is not taken lightly and will be based on reducing risk. The aim of the exclusion is to enable staff the time required to formulate a plan to prevent future incidents. Children are not excluded at Swinton Fitzwilliam Primary School for a specific behaviour; each case is taken into consideration on an individual basis, with the child's circumstances and the viewpoints of staff included.

If the Head Teacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body will consider any exclusion appeals; this panel will include at least three members of the governing body. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If



the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

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 Swinton Fitzwilliam 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,

Educational Visits

If a child's behaviour is identified as posing a risk to safety during the planning stage of an educational school trip, the child could be given targets to improve their behaviour to be able to participate. Every effort will be made to assist and encourage the child to achieve these goals.

The decision not to take a child on a school visit due to their behaviour will not be used as a punishment and before considering exclusion from the visit, the school will:

- Carry out a formal risk assessment of allowing the pupil to attend
- Consider whether safety risks would still be unmanageable after all reasonable control measures had been considered
- Consider alternative options such as changing the timing so that more staff would be available to attend or asking a parent to accompany the pupil
- Consider allowing the pupil to participate in certain aspects of the trip only

A pupil will be excluded from a school visit if their behaviour presents "a significant, unmanageable and unacceptable risk" to the health, safety and welfare of that pupil or others on the trip, including the adult leaders. In these circumstances school will make provision for any pupils prevented from taking part.

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.

How we promote and encourage excellent behaviour

Conduct

- Model high standards of behaviour and attitudes towards all in the school community.
- Build strong relationships with all, based on mutual respect.
- Set high expectations of behaviour which challenge and support learners.
- Use positive behaviour management strategies to catch children in, not out.
- Constantly reflect on our practice and attitudes towards behaviour management.

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 (50, 100 and 150 points).



Stars of the Week

Learners are selected on a weekly basis to receive a 'Star of the Week' certificate showing how they have demonstrated the value we have been focusing on that week.



Gallery of Excellent

Excellent work will be shared proudly on our corridors, in reception and online using the website and twitter.

What we do when things wrong?

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.

Strategies and Responses

Anxiety

Indicators of this stage might be-

Rocking	Finding it hard
Tapping	to cooperate,
Swinging on a	making
chair	inappropriate
Sullen	comments,
Calling out	failing to
Head on desk	complete work.

Strategies we might try-

- ☐ Acknowledge all low level behaviours.
- ☐ Read the body language of the child.
- ☐ Consider our body language.
- ☐ Invite the child into our calm, not join their chaos.
- ☐ Use their name to engage.
- ☐ Use reflective language... "I can see that... I notice that... I am wondering... I imagine..."
- ☐ Use empathy "I

Defensive

Indicators of this stage might be-

Teasing	Swearing
Pushing	Damaging things
Arguing	Ignoring
Destroying work	Absconding
Running indoors	
Disrupting	

Strategies we might try-

- ☐ Continue to use low level strategies if appropriate.
- ☐ "What should you be doing?"
- ☐ "Name, command, thank you."
- ☐ Ask "what?" not "why?"
- ☐ Give two choices (not punitive, choices we are happy with).
- ☐ Maintain high expectations
- ☐ Affect language- "when you... I feel... I need you to".
- ☐ Remind about expectations.
- ☐ Ensure strong routines are in

Crisis

Indicators of this stage might be-

Vandalism	Absconding
Physical assault	
Fighting	
Disrespectful to adults	
Abusive	
Bullying	

Strategies we might try-

- ☐ Change environment (back to class once safe)
- ☐ Continue the use of anxiety and defensive strategies.
- ☐ Support and supervise closely
- ☐ Offer a safe space
- ☐ Change face (bring in a different adult).
- ☐ Follow up with a restorative conversation supported by an adult.
- ☐ Support classroom staff to recover.
- ☐ Logical consequence



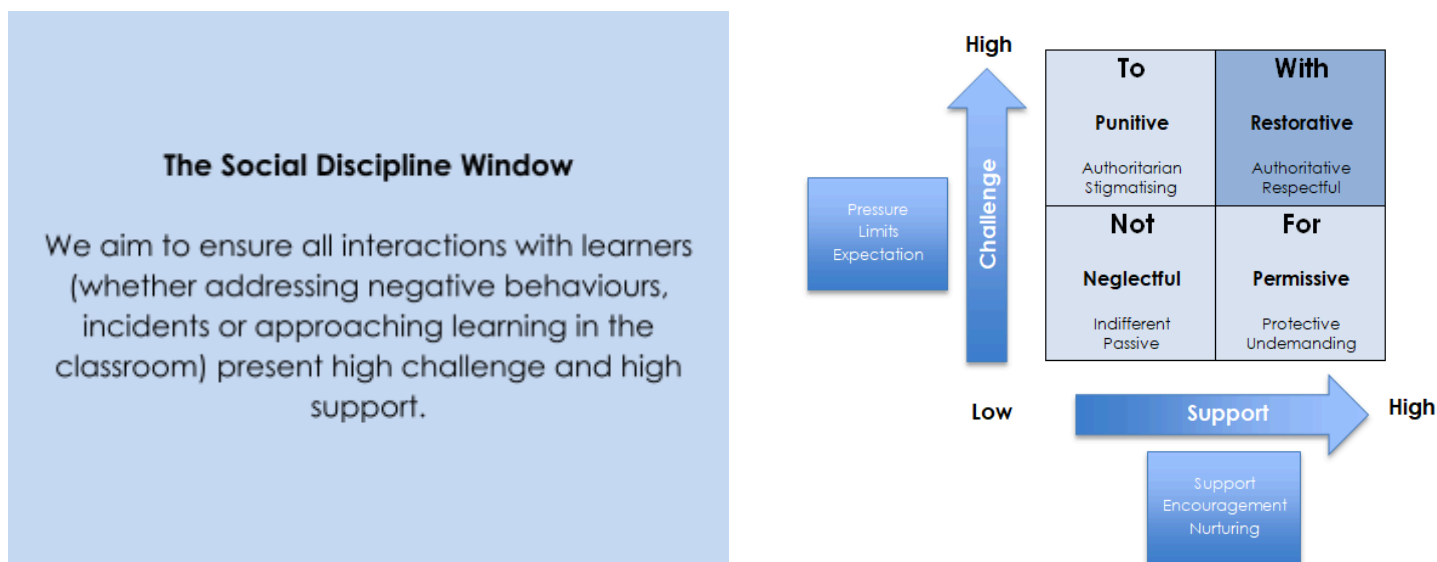
Post-incident responses

Where an incident leaves one or more party in a state of stress, anger or anxiety, adults will respond by following a number of steps in a process to address the incident and work to prevent a recurrence in the future and repair any relationships that may be damaged. This will always be done **with** those involved and affected by an incident.

- **Time-** Where an incident leaves one or more party in a state of stress, anger or anxiety, time is given to calm down and where necessary support to regulate emotions. At this point, no attempt to discuss or address the negative behaviour should be made.
- **Reflection and discussion-** Adults will make sure there is time for all parties to discuss and reflect upon what happened, considering what happened and who was affected (see appendix 1).
- **Resolution-** All parties will be able to share (with support and guidance) what they think needs to happen to resolve the situation (see appendix 1).
- **Logical consequence-** A situation may require there to be a consequence for one or more of the learners involved to help: ensure that the behaviour is not repeated, keep all parties safe, repair any damaged relationships and to help learners understand how choices have consequences both good and bad.

Please see appendix 1 and 2 for more information.

Appendix 1- Dealing with an incident in a restorative way



Framing Conversations

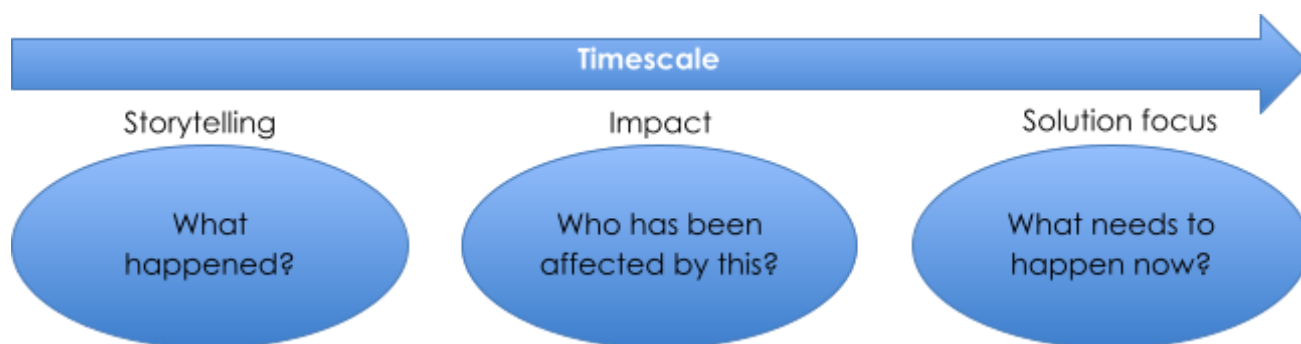


This	Not This
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Child-centred - Collaboration - Curiosity - Challenge

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.

Can you share with me what happened?	Why did you do it?
What is your view of what happened?	Can you tell me the truth?
Who has been affected by what happened? What was the impact on you and on others?	Who is to blame for what happened?
What would you like to see happen? What does that look like for you?	You need to think about your behaviour.
What ideas do you have that would suit us all?	You need to...
Have you tried looking at it from another perspective?	Who is to blame here?



Behaviours. Thoughts. Feelings. What happened? ...and then? What else? Can you tell me more about...? What was happening before? What did you think then?	People. Relationships. How have you been affected? Who else has been affected? How about others? How did you feel?	Plan. Future. Prevention. What do we need to do now to move on from this? What will that look like? What else needs to happen? Do you have anything else to add?
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Smarter Targets

S	M	A	R	T	E	R
Specific	Measurable	Achievable	Realistic	Time-based	Evaluated	Reviewed

Appendix 2 Logical Consequence Scenarios

Whilst a system of exploring and using logical consequences gives us important flexibility when dealing with unique situations and unique learners, we appreciate that families might not have a clear view of how we tackle problems. The below scenarios and the suggested steps will hopefully clarify for families how we intend to deal with issues of poor behaviour in school. It does not cover every eventuality, but should hopefully demonstrate the framework we follow.

Scenario 1 (Defiance)

A child in class is refusing to engage in whatever the adult in the room is asking. The child is given two or more choices to proceed but they just say no.

• **Calm and clear instruction.** The adult remains calm, assesses whether there is a barrier preventing the child engaging and then calmly restates the options for the child. For example-

Scenario 2 (Physical Assault)

Child A has hit child B on the face at playtime. The incident has been witnessed by an adult, but they are not close enough to physically intervene immediately. Child B retaliates and pushes Child A away, resulting in Child A falling to the ground and grazing their hands.

- **Safety-** The adult separates Child A and B as quickly as possible. An additional adult is called over or a child asked to get another adult. Both children are taken separately to a space where they can calm down and checked for physical injuries and given first aid where required.
- **Time to calm-** Both children require time to calm down, separately and regulate their emotions, which are running high. At this point, adults do not ask any questions, but where required, support the children by engaging them in calming techniques.
- **Investigating-** Both children and witnesses are spoken to using the model outlined in appendix 1 to establish what happened, who was affected and what needs to happen now, and in the future.

Scenario 3 (Damage to equipment)

A child has shouted out in anger and snapped a ruler during a lesson. They are visibly angry and the other children have noticed and have stopped to watch what is happening.

- **Safety-** The attention drawn to the child might cause additional stress and anxiety. The rest of the children are encouraged to continue their task and the child is guided away by an adult, either out of the classroom or to a quieter part of the room. The adult uses emotion coaching, naming the child's emotions and encouraging them to engage in self-regulation activities i.e. breathing, counting to 10 slowly or scrunching paper.
- **Time to calm-** The child has calmed down significantly but the adult ~~does not look to address the behaviour straight away, first asking~~ them how they are feeling now and whether they are calm enough