



White Woods
Primary Academy Trust



Behaviour and Relationships Policy

Reviewed and ratified by the governing body

September 2024

Date of next review

September 2025

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

Be equipped emotionally to succeed in their school life.

Know right from wrong.

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.

Our values

Kindness



Reflectiveness



Collaboration



Creativity



Curiosity



Resilience



Responsibility



Children are rewarded for excellent behaviour or attitude to learning with dojo points. Children can earn dojo points for each of the values above.



ClassDojo

Key Stakeholders

We expect that all **members of staff** will...



- Show kindness to all within our school community.
- Constantly assess the safety and wellbeing of all our learners.
- Recognise and reward those who behave well and have good attitudes to learning and each other.
- Model to, explain and help our learners to behave well.
- Support and encourage learners to improve their behaviour and to uphold our school values.
- Invite learners into their calm, rather than joining in their chaos.
- Challenge those who do not uphold our school values.
- Investigate thoroughly and listen to all involved when things go wrong.
- Communicate clearly and appropriately with parents and carers.
- Provide equal challenge and support.
- Put in place actions that improve behaviour and help to prevent future negative behaviours.

We expect that our **learners** will...



- Show kindness to all within our school community.
- Follow instructions given by adults. These instructions are to keep everyone safe.
- Show pride in our school and represent the school well.
- Tell adults when something is wrong, or show socially acceptable behaviours where they are unable to communicate clearly.
- Be responsible for your actions and be honest when things go wrong.
- Reflect when things go wrong and be part of the plan to put things right.
- Challenge others in a respectful and responsible way when things go wrong.

Whilst the vast majority of children can meet these expectations, we show flexibility in the interests of supporting learners who may struggle to meet these expectations.

We expect that **parents, carers and family members** will...



- Show kindness to all within our school community.
- Support school in our efforts to maintain excellent behaviour.
- When things go wrong, be part of the plan to put it right.
- Challenge us if you think we could do better or change our practice in a private forum away from children.
- Share grievances or concerns with school staff before approaching other families where this might cause conflict.

Role of governors

The governors play a key role in influencing the ethos of the school. This influence carries with it a responsibility to support the Head Teacher and staff in monitoring high standards of behaviour and discipline.

Role of Head Teacher

- To promote excellent standards of behaviour and promote and uphold the values of the school.
- Encourage good behaviour and respect for others.
- To determine policy in conjunction with Governors and staff and to let that policy be known in the school community
- To create the conditions for establishing the widest possible measure of agreement on those standards and how they will be achieved
- Ensure that these standards are consistently and fairly applied throughout the school.
- The Head Teacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. Both these actions are reported to the school governors immediately.

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 understand this is hard for you... That must be really difficult."
- Match affect- use a low tone of voice.
- Consider sensory regulation (deep pressure).
- Remind children of the natural consequences of their actions.

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 place.
- Use a sensory break
- Use positive recognition
- Give time and space
- Class reset
- Restorative conversation
- Think reflection not reprimand.
- Be curious
- If unsafe, respond as crisis.

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.

Bullying

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another or a group or others, and usually forms a pattern of behaviour rather than an isolated incident. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress. All reports and acts of bullying must be confronted.

1. In the first instance, the teacher needs to talk firmly to the aggressor or aggresses.
2. A repeat of the incident needs to be reported to the Head Teacher who will then see the learners involved.
3. Parents will be contacted and at times invited in for repeated bullying or an extreme incident of bullying.
4. In extreme circumstances exclusion may be used.

All staff must talk to the children about bullying and it must be constantly on the agenda during morning assemblies and PSHE lessons.

Racial and homophobic incidents

All incidents must be taken seriously and, as with bullying, it must be made clear to pupils that such practices are unacceptable and will not be tolerated. Parents will be contacted (both parties).

All incidents of racial or homophobic harassment must be fully reported to the Head Teacher, governors and the LA.



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.

The Use of Reasonable Force to Maintain Safety

The Department for Education document [Behaviour and discipline in schools](#) states:

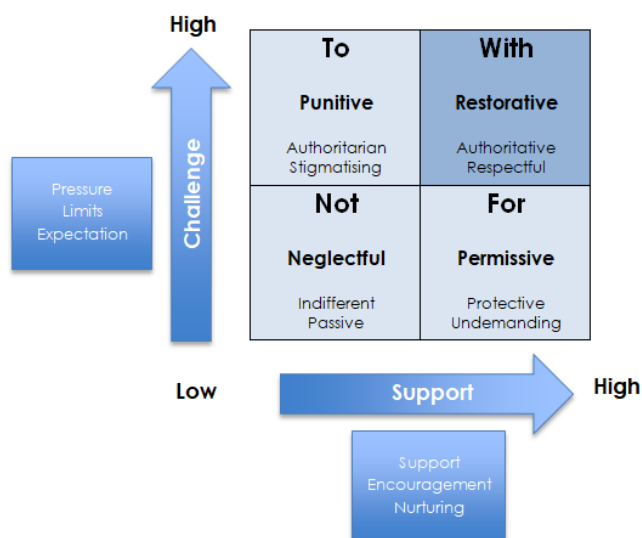
Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The DfE document [Use of Reasonable Force](#) provides more guidance and information.

Appendix 1- Dealing with an incident in a restorative way

The Social Discipline Window

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.



Framing Conversations



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.

This	Not This
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?



Smarter Targets

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

Child-centred - Collaboration - Curiosity - Challenge

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.

1. **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-
 - You can-
 - Sit there and have a go at the task.
 - Work with someone else to help.
 - Do the work later, when you are ready (not in another lesson).
2. **Time and space to calm-** If the child continues to defy, the adult allows the child time to calm before addressing the behaviour. The amount of time given depends on the child/age and signs that indicate whether the child is calm or not.
3. **Addressing the behaviour and restoring relationships-** The adult encourages the child to talk about what happened by asking questions.
 - Questions might include
 - Can you share with me what happened?
 - How were you feeling when you were asked to complete the task? What were you thinking?
 - How do you feel now?
 - Who was affected?
 - How were you affected?
 - What do we need to do to move on?
4. **Logical Consequence-** One purpose of the questions above is to establish a dialogue with the child in which they see the consequence of their actions and help to decide the actions moving forward. In this situation, we might expect that the child feels remorse for upsetting the adult or other children and is moved to apologise for their actions specifically. If the action has resulted in lost learning, then the consequence would be to catch up on that learning in a time that does not impact other learning (this may include playtime or lunchtime).

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.

1. **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.
2. **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.
3. **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.

➤ Questions might include-

- What was happening before/during/after?
- Who was there? What did they do/say?
- Who saw what happened?
- How have you been affected?
- What were you feeling during/after?
- Who else has been affected?
- What might they have been thinking?
- How might they have felt?
- What needs to happen now?
- How are we going to achieve this?

4. **Logical Consequence-** To maintain safety, child A stays inside under supervision during the next playtime. This is to allow additional time to calm and regulate. Child A needs to use this time to demonstrate to adults that they are safe to return to the playground and can behave responsibly towards their peers.

Child B is spoken to about their actions by an adult and reminded that when someone is aggressive towards them or acting against our school rules they must walk away from the situation and find an adult to tell as soon as possible.

To repair the relationship, the two children meet under adult supervision to describe their actions and feelings. The children work together to plan what comes next and how they can repair the relationships and what 'ground rules' they might need to resolve any future conflict.

Parents of both children are informed of the incident and the outcome by phone call.

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.

1. **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.
2. **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 to talk about what happened.
3. **Investigating-** The child is encouraged to talk about what happened before, during and after the incident. The adult focuses on questions asking what, rather than why to encourage the child to describe what was happening in as much detail as possible.
 - Questions might include-
 - What were you doing before you shouted and snapped the ruler?
 - What were you thinking about?
 - What were you feeling?
 - How did it feel when you shouted out/snapped the ruler?
 - How do you feel about it now?
 - How have you been affected?
 - Has anyone else been affected?
 - What do we need to do now?
 - What could you do next time you are in that situation?
 - What might help you to feel less angry?
4. **Logical Consequence-** As this is the first time that the child has deliberately damaged school equipment there is no action taken over the ruler. The child spends time with an adult planning strategies to help them when they feel angry. This is also discussed with their parents. As the initial anger was caused by frustration at not being able to complete a task in learning, the child spends a short amount of playtime working with an adult to solve the problem and catch up on what they have missed.