



Behaviour & Relationships Policy

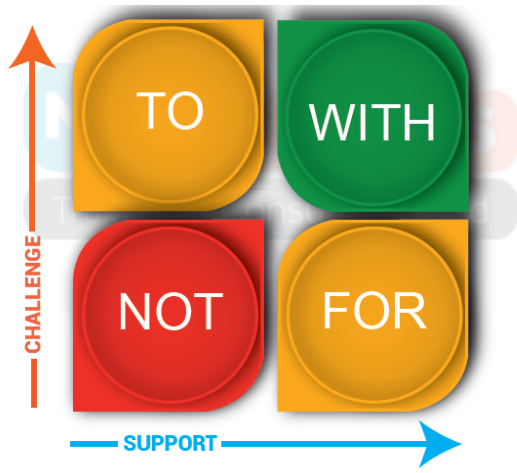
Responsibility	SLT
Date of last review	September 2025
Date of next review	September 2026
Date ratified by local Governors and/or Trustees	

1. Introduction and Philosophy

White Woods Primary Academy Trust (WWPAT) and Wickersley Northfield Primary School are committed to creating a learning environment where all of 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.

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

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 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 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 Wickersley Northfield Primary School, 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

Headteachers 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.

7. Graduated response to behaviour

At Wickersley Northfield Primary School, we adopt a graduated response to behaviour. This is a school-wide approach that provides support to pupils based on their individual needs, starting with universal strategies for everyone and increasing the level of support for pupils who require it.

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. <i>Aim: to create a safe, supportive climate where most pupils thrive without additional intervention.</i>
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 right to be included with the safety and well-being of the whole school community.

Our School Rules

- Be Safe
- Be Kind
- Be Respectful
- Be Responsible

Our School Rules			
Everybody has the right to learn, feel safe and be respected.			
SAFE			
Follow our agreed rules and routines.		Follow adult instructions and rules for health and safety.	
KIND			
Use kind words.	Include others in games and activities.	Be a good listener to others.	Respect people's differences.
RESPECTFUL			
Look after our school and our equipment.	Do as you are asked - first time.	Use good manners.	Listen carefully to others.
RESPONSIBLE			
Be ready to learn with the right equipment e.g. PE kit	Take ownership of your choices and actions.	Try your best in everything that you do.	Reflect on your actions and learn from mistakes.

How we promote and encourage excellent behaviour

We will be consistent in our approaches and expectations so that school is calm and children feel safe and are ready to learn. To promote good behaviour and consistency across school, all staff will:

1. Meet and greet children positively in the morning
2. Have high expectations of the way that children line up and travel around school
3. Use '1,2,3 eyes on me' to draw children's attention
4. Model positive behaviour in their own interactions
5. Build, maintain and restore positive relationships.
6. Follow the agreed approaches to positive reinforcement (reprimand in private (RIP) and praise in public (PIP)) to maintain a child's dignity
7. Remain calm and use de-escalation techniques to support children's behaviour
8. Plan and support lessons that engage, challenge and meet the needs of all learners.
9. Highlight and reinforce positive behaviour in all areas of school life
10. Follow up every time, retain ownership and engage in restorative dialogue with learners

Behaviour Ladder

1	<u>Verbal and non-verbal reminders</u> Reminders will be given e.g. eye contact, a private reminder or a strategic intervention (moving a child), positive reinforcement of others to encourage a child to modify their behaviour choice.
2	<u>Warning 1 (1 Minute intervention)</u> More emphasis is placed on the warning - maybe include a positive and 1 minute of attention to help the child to be back on track. Use positive but affirming language e.g. <i>"Talking over someone is not showing respect. I need you to stop now. Thank you"</i> You may wish to remind them that persisting will result in them speaking to you about it later. This could lead to discussion at playtime or lunchtime. This approach is gentle, personal, side-on to the child / eye level (where possible). Walk away and give take up time for the child.
3	<u>Warning 2: Low-level Restorative (Inc. 2 minutes after lesson)</u> If the child persists, teacher explains this is their second warning. A calm discussion takes place when appropriate and away from all other children (e.g. play). This is short and to the point. We resist endless discussions around behaviour and spend our energy returning learners to their learning. There may be a logical consequence after the conversation e.g. catch-up on missed learning or apology.
4 Arbour	<u>Turn-around Time (TAT)</u> If the steps above are unsuccessful and the learning continues to be disrupted by the child, they can be given "Turn around time" and are told, "I am giving you the opportunity to turn around so that you are ready to come back to your learning." Children undertake the turnaround either in a pre-agreed class within the phase, an agreed space or with SLT/Pastoral to allow thinking time to reflect on behaviour choices and regulation. This also includes completing their reflection sheet. ● Phone call from class teacher to parents. ● Recorded on school system.
5 Arbour	<u>Behaviour Support (Removal from class)</u> If the child refuses or the behaviour escalates, the member of staff may radio for support. SLT and/or Learning Mentor will come and say to the child, "I am here to help. You talk and I'll listen. Come and sit with me." The child can be removed and taken to an agreed space to regulate. Child is reminded that time wasted by refusing to leave will be added to their consequence. The child completes a reflection sheet with SLT or Learning Mentor. The child remains with SLT or Learning Mentor to complete that lesson. This is supervision and not intended to be 1:1 support as this could fuel behaviour. Emphasis is that they will catch up and complete learning which may include time during playtime or lunchtime. In agreement with the teacher, there is a restorative chat and logical consequence put in place. This may require TA, SLT or Learning Mentor stepping in to support covering the class. ● Child may miss playtime as a logical consequence ● Phone call from class teacher to parents. ● Recorded on school system.

Managing and modifying behaviours

Learners are held responsible for their behaviour choices. Staff will deal with behaviour without delegating to others. At the heart of our behaviour approach is the idea that it is the certainty of consequence which modifies change and not the severity. By having a consistent approach to modifying behaviour, we hope to provide all children with the skills to manage their own behaviour. At the heart of this is communication with the child and their family and working together - school and home need to support each other.

All staff will follow the behaviour process below to manage behaviour in school:
If step 6 is reached, a phone call **MUST** be made by the class teacher to inform parents.

If there are persistent negative behaviours within a short space of time, speak to SLT to arrange a suitable time to invite families in for a meeting to discuss how we can best support their child using a Positive Behaviour Plan. The class teacher is responsible for the initial phone call to invite families into school. The aim of this is to keep communication between families and school open.

Significant Behaviour Incidents

We understand that some children may become dysregulated due to their own experiences, difficulties or circumstances and therefore may demonstrate more challenging behaviour. We as a school community want to show understanding to support these children and help regulate as best we can to maintain the safety of these children, other children and staff.

We consider the following behaviours to be unsafe for both children and staff in our school environment.

- 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.

Actions following significant behaviours

If any of these incidents occur, help will be sent for if support is needed immediately. 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. 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.

- Internal exclusion may be given if appropriate.
- External exclusion may be given if appropriate.

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

Any incidents such as these will need to be recorded 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 a 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.

Turnaround Time

What happens during Turnaround Time (TAT)

If a child reaches stage 4:

- Taken to an agreed safe space such as another classroom
- It is clearly explained why they are going for 'Turnaround Time'
- A reflection sheet is completed
- Turnaround Time in EYFS and KS1 is 5 mins and in KS2 10 mins. A timer may be used
- An adult takes the child to the Turnaround Time space
- The adult responsible for the Turnaround Time space (e.g. a colleague in another class) is not expected to speak to the child about their behaviour. They are just there to ensure safety and supervision.

What happens after Turnaround Time (TAT)

- The child is collected by an adult. If there is no adult available in class, staff radio SLT or Pastoral Support.
- Child returns to class to continue their learning
- Reflection sheet is given to the class teacher
- At the earliest opportunity, in the child's own time, the child talks through the reflection sheet with the adult and a restorative conversation takes place.
- Missed learning is then caught up on during their own time if needed (this is part of the consequence). This is ideally the same day but may have to be at the earliest opportunity.
- If there is not a logical time for the restorative conversation (e.g. playtime), TA or Learning Mentor can cover the class to allow time for the class teacher to undertake this if needed.

Multiple Turnaround Times

- If a child returns to class after Turnaround Time and their behaviour continues, they may have a second Turnaround and may have to complete another reflection sheet
- If within a session (am or pm), they are sent out twice, on the third time, this escalates

to Stage 5 on our Behaviour Ladder and SLT or Learning Mentor are called for support.

- The child will remain out of class for the remainder of the session (am or pm) to complete both a reflection sheet and also their learning. Part of the consequence will be that the free times in that session (e.g. playtime and lunchtime) are lost which will allow time for reflection and a logical consequence to be given.
- The child will be taken back to class and integrated back into the next session by either the Learning Mentor or SLT e.g. after lunchtime, the child is reintegrated back into class and supported for at least the first 10 minutes.
- If a child is out of class for a pm session, they are taken back to class and reintegrated and supported for the final 15 minutes of the day.

9. Rewards

Praise and rewards are always given for a clear reason; staff will use praise and rewards as a tool to encourage and celebrate positive behaviour and achievements. Praise and rewards will be given consistently across school using the mechanisms below:

Whole School

- **Verbal and non-verbal recognition.**

Staff in school aim to be vigilant at all times to recognise positive behaviour and when they do, they recognise this with signals such as thumbs up or a smile. They may also verbally recognise the children's positive choices using language such as, 'Thank you for...'.

- **House points:**

Dojos will be given when children are consistently demonstrating that they are meeting high expectations for their behaviour. They will be totalled for the whole year. Prizes will be awarded for reaching milestones.

- **Assemblies and certificates**

- Weekly Northfield Stars Assembly (previously called Special Mentions)
- Half termly Always Children Assembly
- Weekly communication with families - postcards & phone calls home
- Lanyards - children will be recognised for exceptional behaviour and rewarded with a lanyard - can be worn the following day (a postcard, phone call or conversation with parent will follow this).
- Attendance rewards - Class attendance cup and special experiences

Whole Class

Teachers are expected to employ their own reward-based, whole class system to develop classroom ethos and sense of belonging e.g. a full marble jar could equate to a ten minutes whole class game/activity where everyone is included. We will not use systems that promote an individual 'winner' within the class. Although, individual classroom rewards such as stickers may be given.

Inclusion

All children are treated equally regardless of their background, ethnicity, religion or gender. Children with additional needs may need a reward system that is specific to them. This should be part of their individual development plan.

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.

Appendix 1
Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

What happened? _____ _____ _____ _____
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How did I feel?



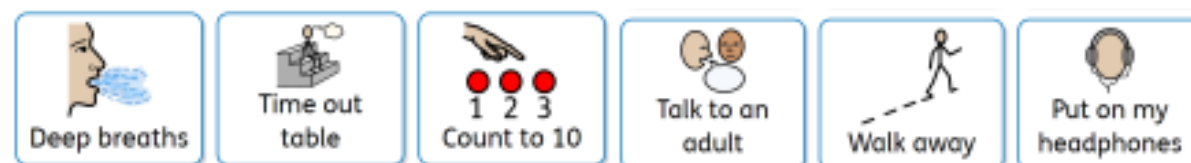
Who was affected?



How can I make it right?



What will I do next time?



Other: _____

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-

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).

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.

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?

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.

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 restorative language models 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?

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.

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 to talk about what happened.

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?

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