

Anston Park



Behaviour and Relationships Policy

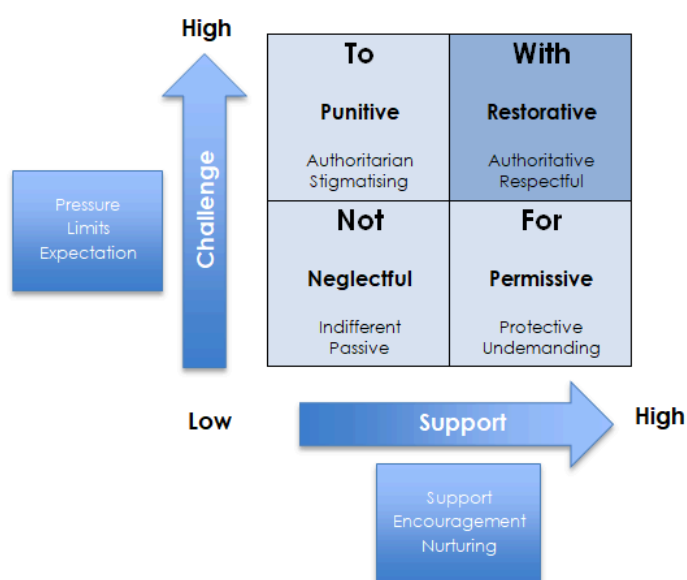
2025-2027

Introduction and Philosophy

White Woods Primary Academy Trust (WWPAT) and Anston Park 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 want children to feel that they belong at Anston Park so we prioritise relational practice – building, maintaining and restoring connections . We know that trust and respect underpin a positive learning culture and through restorative approaches, we work with pupils to repair harm, rebuild trust and strengthen the sense of belonging.

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.



1. 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.

2. 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

Pastoral Team/Behaviour Lead

- Supporting the regulation of behaviour in children experiencing dysregulation
- Delivering targeted behaviour interventions
- Monitoring and analysing the progress of interventions
- Reviewing and interpreting behaviour tracking logs
- Designing and delivering continuing professional development (CPD) for staff
- Liaising with parents to address and manage behaviour concerns

5.Racism, Bullying and serious incidents..

Racism/homophobic behaviour - 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/homophobic incidents. The Governing Board/Trust will be informed of any racist incidents.

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 and can hinder their academic progress. All reports and acts of bullying must be confronted.

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.

Suspensions and exclusions

Only the Head Teacher (or acting Head Teacher) can take the decision to suspend or exclude a pupil. A period of exclusion can either be for a fixed term (suspension) or permanent. The decision to suspend or 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 Anston Park Junior 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 suspends or excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. In the event of suspension or exclusion the Trust's exclusion policy is applied. 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.

All incidents must be recorded on Arbor by the staff member who witnessed/dealt with the behaviour. The SLT or Pastoral Lead will then record the actions taken. Where exclusions occur, a **relationship restoration meeting** will take place (usually the following day) before the pupil returns to class. This will be led by the SLT or Pastoral Lead, and may involve parents/carers. The focus will be on repairing relationships with affected staff or pupils.

The Head Teacher informs the trust, LA and the governing body about any permanent exclusion, and about any suspensions 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.

In some cases, a **risk assessment** and/or **positive behaviour plan** will be created and shared with relevant stakeholders. Families and external professionals will be involved where appropriate. These plans will set out clear expectations and be regularly reviewed.

6. Use of reasonable force.

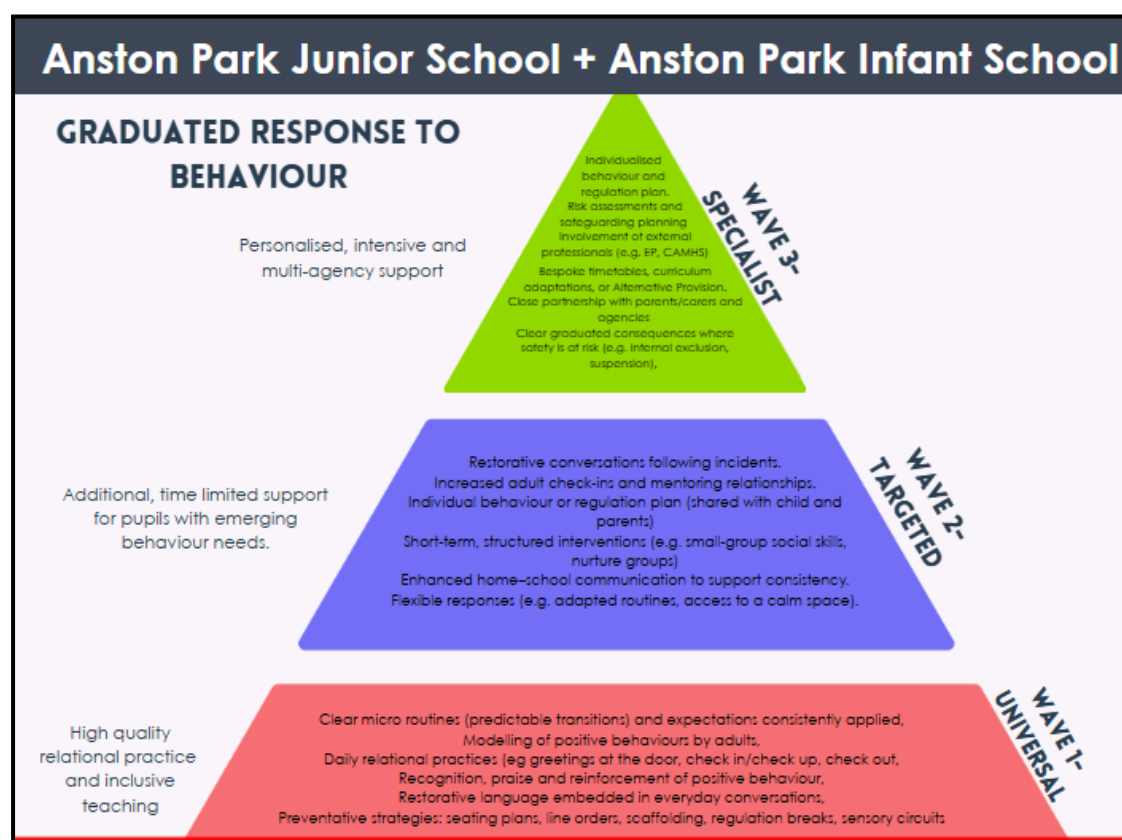
All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy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

7. Graduated response to behaviour



8. Your school rules and expectations

At Anston Park, our whole school rules are:

Be Responsible, Be Respectful, Be Safe				
Everybody has to be responsible, to feel respected and feel safe.				
Be Responsible				
I will be ready to learn	I will produce the best learning I can and have a positive mindset	I will have the right equipment and look after it.	I will wear the correct uniform	Take responsibility for my behaviour both inside and outside of the classroom.
Be Respectful				
I will use kind words to both adults and other children	I will listen carefully to adults and other children.	I will use good manners	I will allow other children to learn	I will look after and respect our school environment.
Be Safe				
I will follow our agreed rules and routines	I will follow adult instructions and rules to keep everyone safe.	I will use kind hands and kind feet	I will walk quietly and sensibly around school and the classroom.	I will sit safely in my chair.

1	<u>Verbal and non-verbal reminders</u> Individual reminders will be given e.g. eye contact, a private reminder e.g. Jake, make sure you listen when I am talking as others can't learn at the moment'. May decide to ask a child to change seats to minimise distractions.
2	<u>Warning 1 (1 Minute intervention)- may be inside/outside the classroom</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. "Talking over someone is not showing respect. I need you to stop now. Thank you" You may wish to remind them that persisting will result in them speaking to you about it at break time. Walk away and give reflection time for the child to change their behaviour. <u>Script for Private conversation</u> 1) Curiosity– What is wrong? 2) Accept where you are– I asked to speak to you as you are struggling to keep to the rules.... 3) Signal where going– I want to get you back in to learning... 4) Reset expectations– I need you to... 5) Help– How can I help you? 6) Plan to go back in You may agree that the child moves seats to allow them the opportunity to correct their behaviour and enable them to focus on their learning. This approach is gentle, personal, side-on to the child / eye level (where possible).
3	<u>Warning 2: Low-level Restorative (Inc. 2 minutes after lesson)</u> If the child persists, the teacher or adult explains this is their second warning. A calm discussion takes place when appropriate and away from all other children (e.g. break time/lunch). This is short and to the point. We resist endless discussions around behaviour and the purpose is to ensure the child is ready to learn in the next session. <u>Restorative script (break/lunch conversation)</u> 1. What happened? 2. What were you thinking and feeling at the time? 3. What are you thinking and feeling now? 4. What impact has this had on you and others? 5. What can we do to make things right? There may be a logical consequence after the conversation e.g. catch-up on missed learning or apology.
4	<u>Turn-around (Triage)</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 the class next door, an agreed space or with SLT/Pastoral. Restoration and reflection takes place in their own time. This also includes use of the agreed scripts in step 3.
5	<u>Behaviour Support (Removal from class)</u> If the child refuses or the behaviour escalates, the member of staff may send a TA/sensible child to the office for help. The adults will attempt to regulate or remove the child to a safe space to continue with de-escalation strategies using a script such as: "I am here to help. You talk and I'll listen. Come and sit with me." Staff are to inform SLT/Pastoral Lead what has happened. The child can be removed and taken to an agreed space to regulate eg Nurture Room/HT office. The child is reminded that time wasted by refusing to leave will be added to their consequence. The child remains with SLT or Pastoral Lead to complete that lesson's work. 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, dinner or taken home. In agreement with the class teacher, there is a restorative chat and logical consequence put in place at the next convenient time.
6	<u>Removal (Whole class for extreme circumstances)</u> If the child refuses to leave the room for support or the behaviour is violent, the class teacher / member of staff says to the whole class: "Pick up your learning, line up and we're going to a spare room/space in school." Once the child has been removed from the classroom, the class can return. At the earliest convenience, the member of staff dealing with this incident goes to the child for a restorative chat. There will also be a logical consequence issued. If step 6 is reached, a phone call must be made by the class teacher – whether or not they were in class during this time – to families to inform them. Behaviour incident is recorded on Arbor.

If step 4 or above is reached, the incident is recorded on Arbor using the appropriate category and a phone call home is made.

If there are persistent behaviours within a short space of time, speak to SLT or Pastoral Lead to arrange a suitable time to invite families in for a meeting to discuss how we can best support their child.

It is imperative that the teacher or adult involved in the behaviour runs the restorative chat and implements the consequences (with support if needed) as this helps to build, protect and repair the relationship with the child.

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.

Outside Learning and Breaktimes

The same expectations apply during outdoor learning and playtimes: **Be responsible, Be respectful, Be safe.**

- If a child shows unsafe behaviour, staff will remind them of expectations and allow up to five minutes to adjust (e.g. standing with a member of staff). Once behaviour improves, they may return to play.
- If a child remains unsafe or causes harm to others, they will be taken inside (to the Headteacher's office or Indoor Club) and removed from playtime. Restorative conversations, sanctions, and repair work will then take place.

Where repeated or significant behaviours occur, adjustments may be put in place, such as:

- Increased adult or peer supervision.
- Alternative playtime arrangements.
- Modified activities.
- Removal of free time.

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 Park Junior 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 and could adversely affect the reputation of the school,

Significant Behaviour Incidents

The following behaviours are considered unsafe for both pupils and staff. These are recorded as significant incidents:

- **Damage to property** – arising from unsafe, dangerous, or potentially violent behaviour.
- **Physical assault** – deliberate actions intended to cause harm or injury (e.g. punching, kicking, biting, head-butting, spitting).
- **Verbal assault** – deliberate, targeted use of words intended to cause emotional harm, including swearing or discriminatory/prejudicial language.
- **Deliberate throwing of objects** – carried out without regard for safety and with potential to cause injury.
- **Fighting (including play fighting)** – where injury occurs, whether intentional or not.
- **Leaving without permission** – including leaving the classroom and hiding from staff, which is unsafe. If a child leaves school premises, two staff members must follow at a safe distance, the police must be informed, and the child's family contacted.
- **Sexualised behaviour.**
- **Discriminatory behaviour** – in line with the Protected Characteristics outlined in the Equality Act 2010.

Where behaviours raise a safeguarding concern (e.g. sexualised behaviour, physical assault), these will also be referred to the Designated Safeguarding Lead (DSL) and logged on CPOMS.

Actions Following Significant Behaviours

If a significant incident occurs, additional support may be called for immediately to ensure the safety of pupils and staff. If a pupil is unsafe, they will be escorted to a member of the Senior Leadership Team (SLT) or the Pastoral Lead, who will assess the incident and determine the next steps.

Possible outcomes include:

- **Restorative actions** such as written apologies or repairing damage during break or lunch times.
- **Loss of free time** to reflect on and discuss the incident.
- **Meetings with parents/carers.**
- **Loss of privileges**, such as attendance at extracurricular activities.
- **Internal suspension**, if appropriate.
- **External suspension**, if appropriate.

While removal from curriculum-linked trips or visits will not be used as a behaviour sanction, a pupil may be declined participation if their behaviour poses a safety risk to themselves, others, or the school's reputation (e.g. persistent swearing, abusive or unpredictable behaviour).

All decisions and actions regarding exclusions will be made in line with the school's exclusion policy.

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.

9. Rewards

- Class Dojos to be given to reward our core values and learning expectations,
- Class points collected and linked to individual and class rewards (determined by School Council)
- Children will be praised for following our core expectations eg stickers, post cards home, texts home.
- Certificates given in Special Mention assembly linked to the core values and learning expectations.

Working with Families

At **Anston Park**, we believe strong partnerships with families are essential in helping children make positive behaviour choices. Effective communication is central, and we aim to keep families informed and involved.

When incidents occur or unwanted behaviours are displayed, we ask families to support the school's efforts to guide children towards positive choices. A consistent approach at home and school, supported by a strong parent-school relationship, is key to maintaining the highest standards of behaviour.

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.