



Behaviour & Relationships Policy

Last Reviewed	September 2025
Next review date	September 2026
Approved by	Trust Board

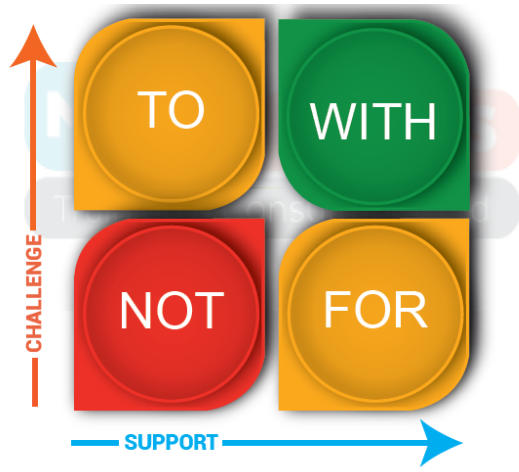
Introduction and Philosophy

White Woods Primary Academy Trust (WWPAT) and Bramley Grange 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.



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.

SEND/CO

Ensure pupils with SEND/SEM/HD needs are supported through graduated response.
Lead on IBPs, one-page profiles, and liaison with external agencies.

All Staff

Model positive behaviour and relational practice.
Apply the rules, routines, and graduated response consistently.
Use restorative conversations to repair harm and build relationships.
Record incidents accurately and promptly.

Pupils

Take responsibility for their behaviour and learning.
Engage in restorative conversations when things go wrong.

Parents and Carers

Support school expectations and values.
Engage in restorative actions and support behaviour plans where needed.
Raise concerns respectfully through the correct channels

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 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 BGP 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.

School Rules and Expectations



Positive Reinforcement Strategies

Research tells us that positive behaviours that are reinforced are more likely to be repeated. There are a number of strategies that staff have been trained to use to consistently reinforce positive behaviour. These are subject to the needs of individual children and groups of children to ensure they are supported well.

Staff understand that positive reinforcement can lead to strengthening and creating positive neurological pathways, helping children to form positive connections and aiding healthy relationships. This is a vital part of relational practice. Some examples of informal positive reinforcements include:

- smiles/positive eye contact/gestures
- targeted praise statements to the pupil or groups of pupils
- peer group praise, both spontaneous and planned
- sharing good work and behaviour with peers/adults/senior staff
- displaying good work
- direct positive praise home to parents (telephone or email)
- celebration assembly achievement award
- positive praise postcard
- stickers

Dojos

Dojo is a positive reward system that the school uses as a mechanism to praise children for their commitment to learning and their own personal development. These are accumulated over the academic year and children can choose a prize from the prize dip depending on the amount they have acquired. Dojos are awarded to children by adults in direct relation to our school's golden rules. These are to:

- try our best
- listen to others
- have a positive attitude
- keep ourselves and others safe
- respect people and property
- move quietly and sensibly
- be kind

Number of Dojos	Reward
50	Prize dip (bronze)
100	Prize dip (silver)
200	Prize dip (gold)

Personalised Approaches to Learning

In order to ensure that the behavioural needs of all pupils are met, some pupils may need:

- a Pupil Risk Assessment (PRA) – to define specific risks potentially posed by pupils' behaviour and identify how those risks can be mitigated
- a Behaviour Plan (BP) – that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention
- flexible consistency - we strive to offer a consistent approach when supporting behaviour but recognise that individual children need personalised strategies to support them in regulating their behaviour
- Educational Health Care Plan (EHCP)

What happens when things go wrong?

Logical Consequences

As part of the restorative culture embedded in the school's approach to behaviour management, we use logical consequences. Logical consequences is an approach that involves both children and adults exploring what has happened, who has been affected and what needs to happen next. This discussion includes consideration of the individual needs of the children involved and the specific factors that resulted in the incident. There is no black and white approach to behaviour and the consequence is both logical and specific to the incident that has taken place.

Strategies to de-escalate behaviour:

- use of planned ignoring, if appropriate
- communication through facial expression
- verbal warnings and reminders
- temporary time away from the learning environment for de-escalation and reflection
- pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the

designated "sensory room"

Logical consequences:

Logical consequences are implemented following due consideration of any incident and the pupil's age and needs. Logical consequences may include:

- a supported reflection at an appropriate time will take place. This discussion will be with a member of SLT/classroom teacher/pastoral support worker (and discussion with parent or carer).
- groups of children are brought together to discuss and resolve conflicts and to discuss how choices may have impacted upon others
- an appropriate, logical consequence is agreed in which children recognise the 'fairness' in which the consequence was reached as a result of the impact their behaviour/action has had on themselves and/or others.

Recording systems

It is the responsibility of all staff at Bramley Grange Primary School to record a behaviour incident or physical intervention. Every staff member will be provided with training around Arbor (the system used to log behaviour incidents) and CPOMS (the system used to log physical intervention and safeguarding concerns) as part of the induction cycle and on-going professional development.

Behaviour plans

Individual behaviour plans are used to support pupils who need extra help to follow our school rules and make positive choices. Each plan is designed to meet the child's specific needs and to help them succeed in class and around school. Teachers, parents, and the child work together to agree on the goals and strategies in the plan. Progress is reviewed regularly to celebrate improvements and make any necessary changes.

Partial timetables

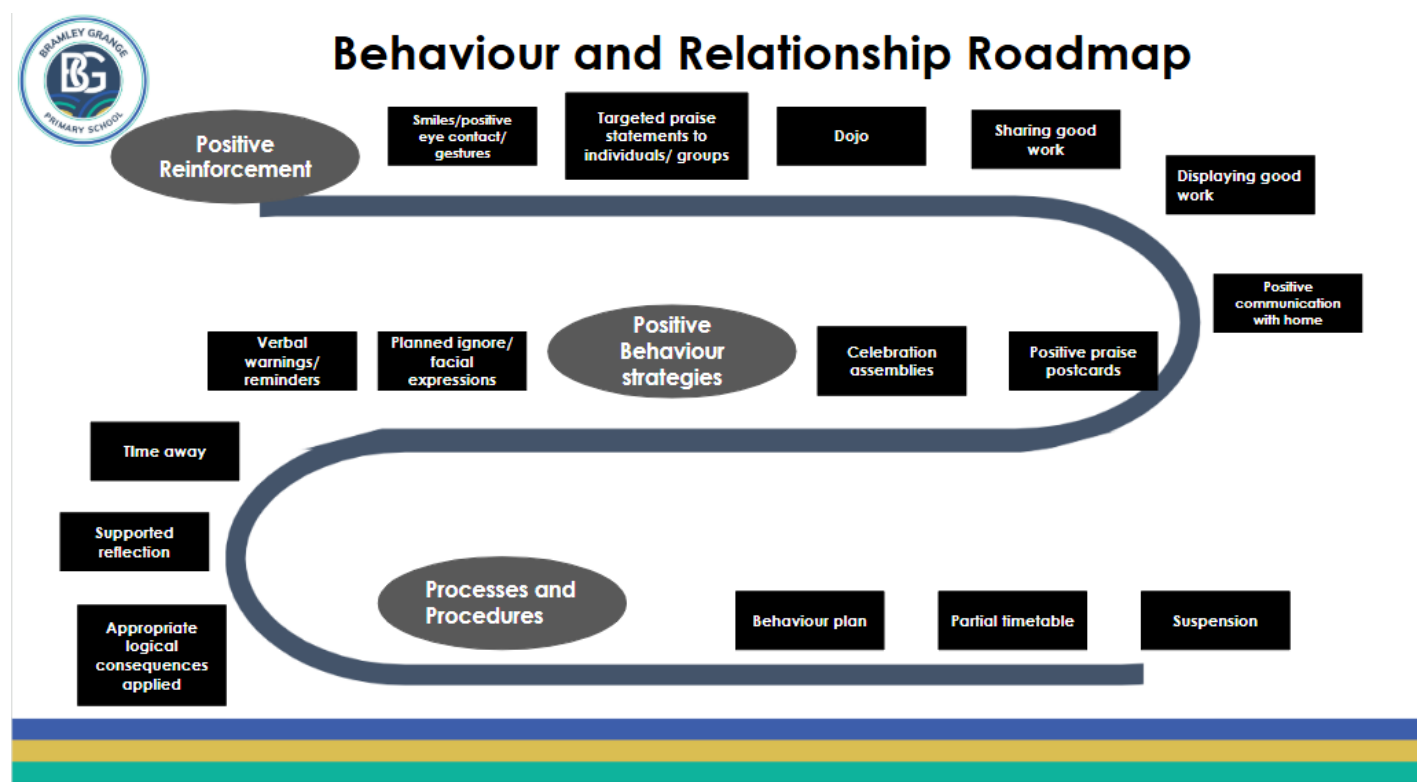
Partial timetables may be used when a pupil is struggling to cope with a full school day or when additional support is needed to help them re-engage with learning. They are a short-term support strategy, carefully planned to meet the child's individual needs and agreed upon with parents or carers. The aim is always to help the pupil build confidence and return to a full timetable as soon as they are ready. Progress is monitored closely to ensure the arrangement remains appropriate, safe, and beneficial.

Suspensions

As an inclusive organisation, at Bramley Grange Primary, we believe we should develop a supportive culture where suspensions are seen as an absolute last resort and where best endeavour is used by all our teachers and leaders to avoid permanent exclusion from school. A partial timetable may be applied to support children and families in

Fixed term exclusion should be viewed as a mechanism to provide support and plan interventions. We would always seek alternatives to the use of fixed term exclusion with an understanding that unfortunately, its use is sometimes unavoidable.

Relationships Roadmap



Support systems for parents

At Bramley Grange Primary, parents are involved at all stages in their child's education. There are a variety of support systems available for parents in relation to behaviour management:

- contact with class teacher
- contact with pastoral support team
- support through the school nursing team
- early help
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Systems)
- signposting through school to parenting support programmes and other voluntary parenting skills courses
- regular parents evenings

Transition

At Bramley Grange Primary School, the majority of children experience transition within the summer term, however, where children require further support due to their individualised needs, the school offers an enhanced transition offer. This is where the new classroom teacher spends up to three additional sessions with individual children using a strategy called 'Bonding Through Play'. All staff have received specialist training from the outside agency, Aspire, to ensure the children receive a high quality transition offer.

For year 6 children transitioning to secondary school, a three week transition is offered to all children attending Wickersley School and Sports College. The school offers a variety of opening evenings and events such as 'Meet the Teachers' where children are given the opportunity to visit the setting ahead of the start of the academic year.

As a school, we also offer enhanced transition for the year 6 children who require further support with this. This includes a number of additional school visits to explore the environment and build relationships with unfamiliar adults.

Raising a Concern

If a child or parent or carer feels that the measures in the relationships policy are unfair, have been unfairly applied or there are concerns regarding an adult in school, an initial meeting with a senior leader should take place, arranged through the school office. Should the parents or carer feel this has not been adequately dealt with and resolved, then they can lodge a complaint through the school's complaint procedure. This is available on the school website or hard copies can be provided from the school office.