



White Woods
Primary Academy Trust

Behaviour & Relationships Policy

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



Relationships Policy

Relationships form an essential part of children's wellbeing; building and maintaining healthy relationships help children feel safe, secure and supported. High quality relationships provide children with a solid foundation for engagement, belonging and ultimately, learning. The stronger the relationships children have with their peers and teachers, the better their engagement.

Aims:
To encourage a calm, purposeful and happy atmosphere in school in order to support learning to the highest standard.
To foster relationships and caring attitudes where achievements at all levels are acknowledged and valued.
To create a culture of high expectations and to ensure that repair and reflection is based on the principles of restorative practice.
To provide support, advice and guidance to parents and carers, staff and children and develop mutual cooperation between home and the school in encouraging positive relationships.

Who

- this policy applies to all Bramley Grange Primary School staff, governors, pupils and parents and carers

School leadership:

Interim Headteacher: Laura Davies (DSL)

Assistant Head: Rebecca Whitehead

Governors:

Rebecca Foxton

Zara Hohn-Zeo

Tricia Smith



What

- your role and responsibilities with regards supporting positive and healthy relationships.
- the stages in the logical consequence road map that should be followed •

the individual circumstances affecting an individual child's ability to build, maintain and repair relationships

Introduction

At Bramley Grange Primary school, we passionately believe that all children have the right to feel safe in school and that adults in school are emotionally available to support children feeling this. As children progress through their lives, they will need to have effective strategies to equip them to succeed. It is important, as part of this journey, that children are encouraged and supported in having their voices heard and taught how to do so respectfully and with dignity to ensure they feel valued members of their learning community in school and the wider community beyond this. In order for children to be successful, it is essential their unique identity is recognised and that their needs are taken into consideration.

This policy takes into account legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93
- Education Act 2002;
- Equality Act 2010. Refer to Department of Education guidance November 2011 "Behaviour and discipline in Schools – a guide for head teachers and school staff" for an overview of the powers and duties for school staff.
- Use of force Guidance 2013
- Searching, Screening and Confiscation guidance July 22

Bramley Grange Primary School understands the importance of high levels of quality 'Continued Professional Development' (CPD), induction and supervision for the adults that work with children in the setting. Annual training and refreshers are part of the school's CPD offer and cover the following areas:

- emotional regulation techniques
- able to recognise the signs of stress and are able to reduce stress
- PACE principles (Playfulness, Acceptance, Curiosity, Empathy)
- Positive Regard



- Team Teach (where necessary). Team Teach approach is 95% de-escalation and staff are highly skilled at using these techniques to support children
- de-escalation strategies
- positive handling (where necessary). In order to protect pupils and staff, there may be times where staff may need to use reasonable, proportionate and necessary (please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013) and in these situations staff may use restrictive physical intervention (RPI).
- principles of logical consequences

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, all pupils have:

- Educational Health Care Plan (EHCP)
- 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

What happens when things go wrong?

Logical Consequences

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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

- 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

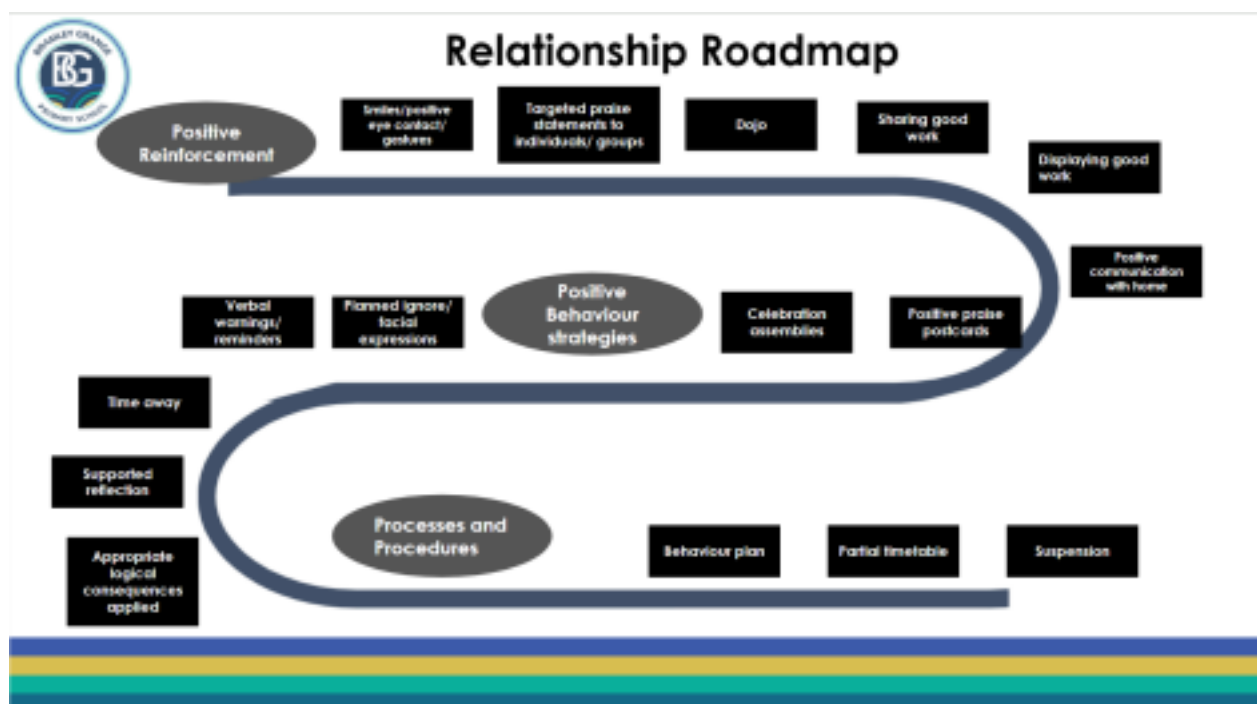
It is the responsibility of all staff at Bramley Grange Primary School to record 6

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.

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



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 adult

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.