



St White's Primary School

Relationships and Behaviour Policy

Date of Review: December 2025

Date of Next Review: December 2026

Signed, Headteacher:

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POLICY CHANGES TRACKER

Date	Page/ Section	Text Added	Text Removed	Reason & approval
Sept 25	Page 5 – added to last bullet point under role of leaders	including ensuring that the policy is applied equitably and does not have an unequal impact on any group of pupils, especially those with protected characteristics, while ensuring that the needs of the individual are balanced with the needs of the school		Head
Sept 25	Page 5 new last bullet point under role of staff	They will ensure that they take vulnerabilities into account when applying consequences while balancing the needs of the individual with the needs of their peers and school		
Sept 25	Page 7	Section on safeguarding added		

1. Overarching Statements

Our Three School Rules are

Ready

Respectful

Safe

These rules are used and referred to consistently by all adults and children in school.

At the heart of the school is our vision to be Always Learning

Our school values state that we:

- Greet challenge with a 'can do' attitude
- Take responsibility and commit
- Communicate clearly as we conquer;
- Reflect and celebrate

Purpose of the policy

At St White's Primary School, we are committed to giving each and every one of our pupils the greatest opportunity to learn and we believe that behaviour in school, welfare and wellbeing are inseparable from academic achievement. We strive to ensure that positive behaviour is the norm and this is achieved through building positive relationships between all stakeholders.

Any behaviour that detracts from the academic and social success of the school community, or that diminishes the dignity of staff or pupils is considered to be undesirable behaviour and good behaviour is not simply the absence of this but includes behaviour that encourages pupils towards flourishing as human beings, community members and scholars. We will strive therefore to create a culture where positive learning and interpersonal behaviours are valued, taught and reinforced, where positive behaviour expectations are shared by all members of the community, and all use a system of consequences that are fair, designed to teach and where necessary, repair any harm that has been caused.

The policy aims

- To provide a secure, safe, stable, reliable, happy, and stimulating learning environment for all pupils in which they feel valued and supported.
- To foster a culture in which pupils take pride in themselves and their school, believe that through the practice of positive learning behaviours, they can continually learn and improve and which incorporates a focus on positive relationships, characterised by trust, respect, warmth, support and connection, all alongside structure, and high expectations.
- To develop an atmosphere where good habits of conduct are encouraged, scaffolded, repeated, reinforced and expected.
- To provide the best opportunities we can for pupils to learn about behaviour and its impact, positive and negative.
- For pupils to develop an awareness and responsibility for the impact of their

behaviour choices.

- For pupils to develop self-regulation and an awareness that this gives them greater freedom of choice about their behaviour and responses.
- To provide the best opportunities we can for pupils to learn and develop the skills, attitudes, behaviour and habits that will facilitate their becoming successful, resilient, persevering and independent learners as well as respectful and contributing members of our school and wider community both in the short and long term.
- To ensure that as a staff, we model positive behaviours, continually educate and train ourselves in best practice, and employ and monitor tried and tested approaches strategies and techniques
- To adopt a commitment to understanding and responding to the potential unmet needs underpinning behaviours from a trauma informed approach.
- To engage with parents / carers to develop a collaborative and supportive relationship.

2. Rationale – St White’s School’s Relationship and Behaviour Policy

The school is committed to ensuring that this policy is implemented equitably and that all pupils are treated fairly. In doing so, the policy will contribute significantly to the school’s vision so that everyone can be ‘Always Learning’.

The principles on which this Policy is based

- All pupils are valued equally and have the right to learn.
- High standards of behaviour benefit and are the responsibility of everyone in our school community, helping teachers teach and pupils reach their full potential in all aspects of their development.
- We believe this is most likely realised where there are high expectations which are communicated, taught, regularly practiced and reinforced as consistently as possible and where there is a high degree of both challenge and support for all pupils.
- We recognise that behaviour is often communication of a need and that pupils in our care are a diverse group with a wide range of cultural, linguistic, cognitive and educational backgrounds as well as life histories and current circumstances, all of which give rise to differing needs, cognitive development and behaviour responses.
- We believe that behaviour that causes harm can provide learning opportunities and pupils who present challenging behaviours are not defined by them.
- We recognise that the intrinsic rewards of positive behaviour (being successful learners, developing and maintaining peaceful relationships etc.) have long term advantages and should be prioritised and emphasised over extrinsic rewards (prizes unrelated to the behaviour) which nevertheless can be useful for steering pupils in the right direction.

The role of leaders

- The school leadership team will be highly visible and regularly interact with pupils, parents and staff to set and maintain the behaviour culture and environment.
- They will ensure staff understand the expectations and the importance of

maintaining them.

- They will consider appropriate training for staff
- Monitor and use behaviour data to target support and identify trends including ensuring that the policy is applied equitably and does not have an unequal impact on any group of pupils, especially those with protected characteristics, while ensuring that the needs of the individual are balanced with the needs of the school.

The role of staff

- School staff will teach and model expected behaviour and positive relationships as defined by this policy. This will enable pupils to see examples of good habits and ensure that they are confident to ask for help where needed.
- All staff will challenge all pupils to meet the school expectation and maintain the boundaries of acceptable conduct
- They will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- They will provide a personalised approach to the specific needs of the pupils
- They will keep clear records of both positive and negative behaviours and share this with leaders and parents proactively
- They will ensure that they take vulnerabilities into account when applying consequences while balancing the needs of the individual with the needs of their peers and school

The role of pupils

- All pupils are made aware of the school's behaviour standards, expectations, pastoral support and consequences procedures regularly and this should, where possible and appropriate, include an induction for new pupils.
- They are taught that they have a duty to follow the behaviour policy and uphold the school rules, and contribute to the school culture.
- Pupils provide feedback on the school's behaviour culture and, where possible, help support the evaluation, improvement and implementation of this policy.
- Every pupil is supported to achieve the behaviour standards.
- Some pupils, such as those with autistic spectrum condition (ASC) may find meeting school behaviour expectations more challenging. Additional support will be implemented to ensure that they are appropriately supported.

The role of parents

- Parents are encouraged to know and understand this policy and get involved in the life and culture of the school
- They are encouraged to reinforce the policy at home as appropriate
- They should raise any concerns that they have about behaviour with the school, whether it relates to behaviour inside or outside school
- Parents are encouraged and supported to work with the school to build and maintain a good relationship
- Parents are encouraged and supported to attend, as necessary, any meetings called by the school to address and/or support with behaviour and behavioural interventions.

School Systems and Social Norms

Our approach is to be kind and fair, focusing on regulation, relation, repair, reasoning and teaching rather than punishment. It encourages practices that lead to the cultivation of resilience, self-esteem, self-respect, confidence as well as humility, empathy and compassion for others.

- Explicit **teaching about positive behaviour** and the resultant gains, both for learning and for the development and maintenance of relationships, as well as effective and respectful conflict resolution.
- **Celebrating** the commitment to learning, both personal, social and educational, is an integral part of our behaviour management
- **Tailoring teaching** to the individual's ability
- Teaching our pupils **strategies for independent learning** including growth mindset
- **Encouraging a greater understanding** of, and respect for peers, through the teaching of PSCHE (Personal, Social, Citizenship and Health Education), SMSC Education (Spiritual, Moral, Social and Cultural) and British Values.
- **Teaching**, demonstrating and reinforcing **consistent practices** throughout the school and **routines** within classrooms.
- **Developing norms** which are promoted and required constantly through the use of normative language, e.g. 'In this classroom/school we share resources / listen when someone else is talking / take turns / show respect when someone makes a mistake...'
- **Developing routines** for specific sequences of behaviour that pupils are required to perform every day without significant deviation, e.g. entry routines, class dismissal, corridor conduct, assembly conduct, transitions between activities, obtaining silence, etc. Investing time to establish routines pays off in the long term as it helps develop norms, avoids repeating instructions and removes uncertainty about what to do.
- Use of **restorative conversations** where possible e.g. for conflict resolution, following behaviour causing harm, reintroduction to class following any form of exclusion.
- **Teaching** (at the start of every year) and frequent referral to the **three school rules**. This includes providing examples of what behaviour will help pupils succeed, what behaviour will hinder or cause harm and the consequences of both and may include age-appropriate examples.
- Having clear, commonly understood, restoratively-focused **consequences** for undesirable behaviour which include reintegration systems and contact with parents where appropriate.

The school will use internal expertise and external support agencies to advise and support staff for example the ATS (Advisory Teaching Service) and EEI Team (Education Entitlement and Inclusion), GCC Restorative Practice Team.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

3. The School Rules

There are three school rules, which form the basis of our positive behaviour management:

- Ready
- Respectful
- Safe

Class charters explore what these rules look like in school and are:

- Written by the pupils and reviewed annually in the Autumn term;
- Underpinned by the school's core vision and values;
- Displayed in every classroom. (See Appendix 1)

4. The Three-Tiered Behaviour system

At St White's, we use strategies **and techniques that foster and reward positive behaviour. For example,**

- Thanking pupils for good behaviour.
- Publicly or privately praising pupils for demonstrating exemplary behaviour which goes over and above expectations, e.g. a note home, head teacher recognition, student of the week certificates, positive recognition boards (for displaying positive learning behaviours, sharing something to be proud of or something interesting), in class acknowledgement.
- Awarding rewards in class in line with pupil and teacher reward systems. These are adapted to meet the needs of pupils. For example, moving pupils towards the centre of the target board.
- The use of house points to reward positive behaviour which will result in 'house' rewards at the end of the term such as an extra playtime at the end of term.

This underpins our three-tier behaviour system. Most children will only need Tier 1 (universal) support which will enable them to demonstrate good behaviour. Some pupils will need Tier 2 (targeted) support if they either repeatedly demonstrate low-level

behaviour concerns or show more extreme behaviours that have not been successfully addressed in 'universal'. Fewer still pupils will require Tier 3 (specialist) support if they are demonstrating more extreme or unchanging behaviours. (See Appendix 2)

5. Consequences

Application of consequences - the school's reply to the actions of the individual. Positive behaviour is encouraged through the use of a combination of intrinsic and extrinsic rewards. The consequences of behaviour which results in harm or hinders learning focus on restoration rather than punishment where the intention is to explore harm suffered, acknowledge it as an undesired experience, to make amends and ensure such harm is unlikely to happen again.

Where **behaviour that harms or hinders positive relationships** is shown, the St White's Consequences Chart outlines the steps that can be followed (Appendix 3). It consists of possible examples and it should not be considered an exhaustive list. Consequences are important as they act as deterrents, protect individuals and those around them, and support pupils in their understanding of how and why their behaviour should improve.

While maintaining their high expectations, when considering consequences staff will also take into consideration contributing factors through their knowledge of that child's personal circumstances.

Exclusion will only be used in response to serious incidents, in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or if the pupil behaves in a way that jeopardises the health and safety of any member of the school community including themselves. (Please refer to the school's Suspension and Exclusion Policy.)

Positive Handling

Staff use de-escalation techniques to restore pupils' behaviour. It may be necessary, if this does not work, for trained staff to use 'positive handling'. These Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' or ensuring that the service user remains safe. (Team Teach appendix)

6. Child on child sexual violence and sexual harassment

This will always be treated with the seriousness it deserves and will be managed by the designated safeguarding leads. Each incident will be considered on a case-by-case basis. Sexual violence and harassment are never acceptable and will not be tolerated and there will be sanctions following behaviour that falls below expectations and these incidents may be forwarded to the police and/or children's care as appropriate.

The school will never normalise sexually abusive language or behaviour by treating it as 'banter'. The school advocates strenuously for high standards of conduct between pupils and staff.

Behaviour on-line and off-line are considered with equal seriousness and school will sanction pupils when online behaviour poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, or its reputation.

Any and all victims will be reassured, kept safe and taken seriously.

If there is an incident of a claim that is proven to be deliberately invented or malicious, the school will implement consequences as appropriate.

7. Criminal Behaviour

If a member of staff suspects there has been criminal behaviour, the headteacher will be informed and they will make an initial assessment of whether the incident should be reported to the police only by gathering enough information to establish the facts of the case. This will be fully documented and all evidence preserved. If a report is proven to be necessary, a parallel report will be made to Children's Social Care.

8. Children with Special Education Needs and Disability or Other Additional Needs

Whilst the expectation is that all pupils follow our three school rules, we recognise that there may be circumstances which necessitate some pupils requiring additional support with their behaviour. This may be due to a specific identified need or disability or unusually challenging events or circumstances.

In these cases, the teacher, SENCo and FSW will work together to ensure that the behaviour system is adapted to meet their needs as far as possible. Children experiencing difficulties with behaviour will be supported by all staff, who will involve help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. A programme of strategies will be developed and the child will be given time within the school day to learn these strategies with a Teaching Assistant, teacher or the FSW.

9. Malicious Allegations

Where a pupil makes an accusation against a member of staff or another pupil and that accusation is shown to have been malicious, the Headteacher will use the behaviour policy to decide how to manage this individual. The needs of the child will dictate the response to the allegation as the child may need support and there may be safeguarding concerns that need to be addressed.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff.

The Headteacher will take into consideration the pastoral needs of staff accused of misconduct.

10. Behaviour Outside the School Premises

The school has a responsibility to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

The school may discipline pupil for misbehaviour:

- When the pupil is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school;
- There could be repercussions for the orderly running of the school;
- When behaviours pose a threat to another pupil or member of the public;
- When behaviours could adversely affect the reputation of the school;
- In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

This includes behaviour both in the real and virtual worlds. In all cases of misbehaviour, the teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

If behaviour that is reported to the school, or is observed by staff, is or may be criminal, the school will alert the police.

11 The Governing Body

School will provide the governing body with data regarding behaviour at regular intervals.

The governing body will review this Relationships and Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

12 Is it working?

School will be able to say that this policy is working because:

- Pupils feel safe at school.
- Pupils can confidently explain and show respect for the behaviour policy.
- Pupils have a say on how the behaviour and anti-bullying policies evolve.
- The number of incidents of bad behaviour reduced.
- The number of severe bad behaviour reduced.
- All members of staff feel they are able to use the behaviour policy.

Linked Documents

This Policy should be read in conjunction with the school vision, and all other school policies including:

- Public Sector Equality Duty – Publication of Equality Information and the Public Sector Equality Duty – Publication of Equality Objectives
- Safeguarding
- SEN
- E Safety and AUP Policy
- The teaching of PSHE, including mental health and SMSC
- Acceptable Use Policy
- Attendance Policy
- Anti-Bullying Policy
- Complaints Policy
- Health and Safety Policy
- Early Help Offer
- RHSE Policy
- Safer Recruitment and Induction Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Exclusion policy
- School Uniform Policy
- Allegations Policy
- Positive Handling Policy

References:

Behaviour in schools: Advice for headteachers and school staff September 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

The DfE Behaviour and Discipline in Schools Advice for Headteachers and School Staff

January 2016 <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

It complies with section 89 of the Education and Inspections Act 2006.

<http://www.legislation.gov.uk/ukpga/2006/40/section/89> .

Tom Bennett's Creating a Culture: How School Leaders Can Optimize Behaviour - An Independent Review of Behaviour in Schools March 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

The Equality Act

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf.

Creating a Culture: How School Leaders Can Optimize Behaviour - An Independent Review of Behaviour in Schools (March 2017)

'Future in Mind' report:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Pupils_Mental_Health.pdf

When the Adults Change, Everything Changes by Paul Dix

<https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/guidance-for-working-with-children-and-young-people/>

Useful information:

<http://www.elsa-support.co.uk/category/free-resources/nurturegroupresources/behaviourmanagementresources/>

Appendix 1

Rule	Examples of behaviours that help	Examples of behaviours that hinder or harm
<p>Ready Respectful Safe</p>	<p>Listening carefully and thoughtfully, having the correct resources ie PE kit, forest school clothes, water bottles, organising apparatus, resources and workstations, following class routines, following adult instructions, asking questions where necessary to clarify expectations.</p>	<p>Not listening, not bringing the correct resources to school or having the correct resources in lessons, distracting yourself and/or others.</p>
	<p>Kindness, friendship, taking turns, good manners, caring, sharing, loyalty, looking after school property, being tidy and wearing appropriate school uniform, being polite to visitors and being well behaved on school trips.</p>	<p>Name calling, bullying, not sharing, stopping other children from learning, stopping the teacher from teaching, not looking after school property, being untidy and careless, not behaving well on trips and to visitors.</p>
	<p>Having a healthy lifestyle for mental and physical wellbeing including eating well, sleeping well, learning about and being safe on-line, walking within school buildings, looking after one another, following adult instructions, keeping workspace and the school organised and tidy.</p>	<p>Running in the building, throwing objects in class, not following adult instructions, class routines or school practices, climbing things that are not designed to be climbed, going into places that are not allowed, going on electronic devices when unsupervised.</p>

Appendix 2

Tier 1	Tier 2	Tier 3
Universal	Targeted	Specialist
<p>Most children will need this to support them and it will enable them to demonstrate good behaviour</p>	<p>Pupils who either repeatedly demonstrate low-level behaviour concerns, or who show more extreme behaviours that have not been successfully addressed in 'universal'</p>	<p>Pupils who are demonstrating more extreme or unchanging behaviours</p>
<ul style="list-style-type: none"> • Weekly Monday morning check-in circles. • Problem solving circles at least once a week, preferably on Thursday and methods for pupils to relay their queries for these. • High-quality teaching that engages learners. • Clear routines that pupils can understand. • Well-embedded school rules and expectations have been/are being taught. • Class charters up and in use. • All adults display a positive 'can do' attitude and communicate respectfully. • Use any agreed behaviour management strategies such as target boards. • Clear consequences outlined for all areas of behaviour understood and used fairly in class. • Restorative approaches used to address harm caused. • Use the reporting systems for behaviour – My Concern for watch list pupils; Behaviour folder for all others. • Individual strategies that support pupils to engage with learning. * • Any MP/MPP targets are addressed • Any recommendations from external professionals are actioned. 	<ul style="list-style-type: none"> • Teacher to contact parents for discussion on what we are seeing in school and to seek their thoughts. • Either Behaviour Analysis Sheet or Unpicking Behaviour Toolkit completed • Intervention from ELSA • Use Boxhall Profile to target SEMH aspects of learning. • Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. • Behaviour reporting systems • Interventions may include some of these: • Emotion Coaching Language used consistently with the child • A Volcano in my Tummy • The Incredible 5 Point Scale • Apple's Friends • Zippy's Friends • PALS • Samantha Snowdon's Anger Management Workbook • Train your angry dragon by Steve Herman • Starving the Anger Gremlin by Kate Collins-Donnelly • Perspective work • Social Stories • Comic Strip Conversations • Lego Therapy • Play Therapy 	<ul style="list-style-type: none"> • Behaviour analysis completed. • SENCo to contact parents to invite in for a behaviour meeting • Behaviour plan written or SEMH aspects added to MP/MPP/EHCP • These pupils will only be able to go on school trips if supported by a parent/carer. • External professionals involved may include some or all of these: • Inclusion Team • Advisory Teachers • Occupational Therapy • School Nurse • Early Help • Speech Therapy • Educational Psychologist • GP • GFAPS • Other APS as appropriate • Also consider investigating: • Space to Shine • Play Therapy • Art Therapy • Music Therapy • Mentoring services such as TMS • Toucan

* Individual strategies may include one or more of these:

- praise the behaviour you want to see;
- Use learning based questions to refocus ie if a pupil is off task, ask if they are stuck
- 5 positive comments for every negative one;
- let a particular pupil know what is going to happen and what the expectations are before giving the general instruction;
- praise in public, reprimand in private;
- build in breaks during the day for pupils to re-regulate;
- create silent signals to support expectations;
- put a picture of them doing the 'right thing' on the board that you can point to remind them of expectations;
- go and stand close to the child while teaching;
- address low-level poor behaviour by having a 'quiet word' rather than publicly addressing it;
- phrase instructions positively ie 'we walk in school', NOT 'don't run', or 'if you do that, I'll do this';
- give pupil a role and responsibility in class ie giving out the books;
- try rewards such as behaviour star of the day (which can be awarded by the last pupil to win it);
- use when then sentences ie When you have written the date and stuck in the WALT, then I will come and check that you understand the first task.

Appendix 3

Consequences Chart	
<p>In most cases, these consequences will apply when all classroom based, positive behaviour management techniques and strategies have been applied with no change in behaviour.</p> <p>A restorative form should be filled in as part of any significant consequence so that the child can reflect on the situation and the harm that has been caused. This also gives adults more information about how the child perceives the situation: there may need to be more work done to support their understanding.</p>	
Action	Consequence
Off task/not completing tasks	<p>Complete work at break/lunch time.</p> <p>Restorative conversation to repair harm.</p> <p>If this is repeated, parents called and work will be sent home to be completed there.</p> <p>If not completed at home, the school may consider offering time in school after the school day is completed for the completion of work, supervised by school staff.</p>
Distracting others	<p>Go to learn in another class for an agreed period of time. **</p> <p>If it continues, or is very severe, they may be sent to a senior leader.</p> <p>During a 'lunchtime', reflect on actions. Carry out a restorative conversation with adult in this time. Discuss the harm done/consequences of actions, how everyone felt and what needs to happen to now to repair the harm. Consider a reflective activity that will restore the relationship such as writing an apology letter, designing an activity that will repair the harm.</p>
Antagonising other pupils (targeted)	<p>Problem solving circle to address issue and solutions.</p> <p>Restorative conversation between pupils if concerning two individuals, or a small group not whole class.</p> <p>Depending on the severity of the action these can be considered as consequences but must be discussed in the light of the harm done and the pupil's/pupils'/adult's need for the child to understand how to keep everyone safe:</p> <p>These pupils will not be allowed to represent the school*.</p> <p>If it continues, clear consequences discussed ie missing lunch break and parents being contacted.</p>
Physical – hurting another pupil including play-fighting as this is often indistinguishable from actual fighting, and/or may lead to actual fighting.	<p>Removal from the situation. If it occurs in class, removal to another class. If at break time, sent to a senior leader. **</p> <p>In both cases, stay in to complete restorative activity for an agreed number of sessions (including restorative conversation/circle/form as appropriate to work out how to repair harm and consider additional consequence if necessary, from either/both/neither as agreed according to the individual's/group's/ school's needs)</p> <p>If repeated behaviour in same term, consequence becomes more serious and this becomes part of the conversations.</p> <p>These pupils will not be allowed to represent the school*.</p> <p>Parents called.</p> <p>Depending on the severity of the action these can be considered as consequences but must be discussed in the light of the harm done and the adult's need for the child to understand how to keep everyone safe:</p> <p>Suspension/exclusion considered depending on severity and regularity.</p>
Deliberate targeting of another pupil including bullying (for more detail, see anti-bullying policy)	<p>Parents spoken to.</p> <p>Pupil being targeted leads the approach initially, through restorative conversations.</p> <p>This may change if the situation continues.</p> <p>Support put in for all pupils who need it.</p> <p>These pupils will not be allowed to be with their peers at unstructured times for a specified period of time.</p> <p>These pupils will not be allowed to represent the school*.</p>

	<p>These pupils will not be allowed to attend any residential trips and day trips will need to be accompanied by a parent/carer.</p> <p>If continues, escalates or if serious pupil can be escalated to tier 3 and suspension/exclusion considered depending on severity and regularity.</p>
<p>Being rude to an adult which includes these (but is not limited to these):</p> <ul style="list-style-type: none"> • Answering back • Shouting • Swearing • Screaming • Saying disrespectful things' 	<p>Go to learn in another class for a period of time. **</p> <p>During a 'lunchtime', reflect on actions. Carry out a restorative conversation with adult in this time. Discuss the harm done/consequences of actions, how everyone felt and what needs to happen to now to repair the harm. Consider a reflective activity that will restore the relationship such as writing an apology letter, designing an activity that will repair the harm ie if the disrespect was caused by being asked to 'tidy up', offering to 'tidy up' the next time by themselves.</p> <p>If behaviour repeated, parents contacted and the pupil moves to Tier 2 interventions.</p> <p>Depending on the severity of the action these can be considered as consequences but must be discussed in the light of the harm done and the adult's need for the child to understand how to keep everyone safe:.</p> <p>These pupils will not be allowed to represent the school*.</p> <p>These pupils will not be allowed to go on school trips that term without being supported by one of their parents.</p>
Swearing	<p>Restorative conversation so that the cause and impact of the harm can be established.</p> <p>One agreed consequence could be that they spend one lunchtime and completing a restorative activity such as creating a poster explaining why appropriate language is better.</p> <p>If repeated, parents contacted.</p>
Refusal to do as told by an adult	<p>Removal from the situation by a senior leader. **</p> <p>Work to be completed separately for the remainder of that lesson.</p> <p>Stay in during the following break-time to complete restorative activity (including restorative conversation/circle/form as appropriate to work out how to repair harm and consider additional consequence if necessary from either/both/neither as agreed according to the individual's/group's/school's needs).</p> <p>One option could be to miss a break time depending on the restorative discussion and the adult's/ child's need to repair the harm and build an understanding of consequences.</p> <p>Depending on the severity of the action these can be considered as consequences but must be discussed in the light of the harm done and the adult's/pupil's/pupils' need for the child to understand how to keep everyone safe.</p> <p>Parents called.</p> <p>These pupils may not be allowed to represent the school*.</p> <p>These pupils will not be allowed to go on trips that term unless accompanied by a parent.</p>
Stealing	<p>Parents contacted following an open-minded investigation that explores the subject restoratively.</p>
Physical – hurting an adult	<p>Removal from the situation for a period of time. **</p> <p>Stay in to complete restorative activity (including restorative conversation/circle/form as appropriate to work out how to repair harm and consider additional consequence, if necessary, from either/both/neither as agreed according to the individual's/group's/school's needs) – lunch and break time for the following sessions i.e. if at break on Monday, miss that lunch and Tuesday's break.</p> <p>If repeated behaviour in same term, consequence becomes more serious and this becomes part of the conversations.</p> <p>Depending on the severity of the action these can be considered as consequences but must be discussed in the light of the situation at the time, the harm done and the adult's need for the child to understand how to keep everyone safe.</p> <p>These pupils will not be allowed to represent the school*.</p>

	<p>These pupils will not be allowed to go on a school trip that term without being accompanied by a parent.</p> <p>Suspension/exclusion considered depending on severity and regularity.</p>
<p>Bringing a banned item*** into school</p>	<p>Confiscation of the banned item.</p> <p>This may include reasonable force if the item is suspected to be knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been, or are likely to be used to commit an offence or cause harm.</p> <p>Parents contacted.</p> <p>These pupils will not be allowed to represent the school*.</p> <p>Other sanctions may be applied such as removal from class for an agreed period of time to learn elsewhere.</p> <p>Suspension or exclusion may be considered.</p>
<p>* Pupils will not represent the school in any out-of-school events such as sporting events for the remainder of that term, or the next term if it is within the last two weeks of the previous term.</p>	
<p>** Removal from class will be reported to parents. There will always be a restorative conversation before returning to class where the adult can discuss with the child their actions, why they were undesirable and the impact on all individuals in the class. The child will complete a restorative activity in their next break where they address the harm done. This might include writing an apology letter to the teacher/class or finding some other way repair the harm.</p>	
<p>***Banned items in school include</p> <ul style="list-style-type: none"> • Mobile phones and all other electronic devices except digital watches if these watches have no other function. • Pencil cases and personal stationary items. • All toys from home unless these have been specifically agreed with staff ie for 'show and tell'. • Knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been, or are likely to be used to commit an offence or cause harm. 	
<p>Readiness to engage in restorative practice</p> <p>If a pupil is thought to need a restorative conversation but is not yet ready for this, that pupil will be removed from the situation until they are ready for that discussion. This is most likely to be during break or lunch time. If it is in lesson time, they will learn separately on a table by themselves until it has been resolved.</p>	
<p>Support to complete work</p> <p>The school reserves the right to ask pupils to remain in school at the end of the day to complete work that has not been completed either in class or at home when sent home for completion there.</p>	

Appendix 4

Team Teach

POSITIVE HANDLING

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

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 at the school or among pupils.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Some staff are trained to at least Team Teach Positive Behaviour Support Level 1. The fundamental principle of Team Teach is de-escalation. Team Teach supports positive handling being used as a last resort and when all de-escalation techniques have proved ineffective.

Team Teach training is designed to minimise risk and help people build and maintain positive relationships.

Trained staff have the power to use reasonable force to:

- restrain a pupil at risk of harming themselves through physical outbursts
- prevent a pupil from attacking a member of staff or another pupil
- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

(DFE circular Jan 2016 Behaviour and Discipline in Schools)

Reasonable force is using no more force than is necessary and based on the individual pupil and circumstances.

If positive handling is used, it must be by qualified staff, in the best interests of the individual, reasonable, proportionate and necessary.

Despite creating the right environment, providing pastoral care and opportunities for counselling, the nature of some of pupils means there will be times when challenging behaviours occur.

In all cases where positive handling is necessary, minimum reasonable force should be used to exercise a 'duty care' to the pupils. In the event of a physical attack, staff have the right to defend themselves.

Positive Handling during challenging situations:

- When using a physical intervention, the minimum level of force required is the maximum permissible.
- Team-Teach techniques seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

Following a physical intervention:

- the pupil should be given time and a safe place to recover his/her composure
- counselling, in terms of talking through what has happened, should be offered to both pupils and staff. Where appropriate, pupil's comments will be recorded on My Concern and a reflection sheet completed with the pupil

- at the appropriate time, the pupil should be supported in re-joining his/her class
- where physical intervention has been used in challenging situations, this must be recorded on My Concern within 24 hours and parents/carers informed. The date, the staff member making contact and the time a parent/carer was informed must be added to the comments box on My Concern.

Appendix 5: Pupil Version of Relationships and Behaviour Policy



At St White's we have three school rules: Ready, Respectful, Safe. We talk about these rules all the time to help everyone understand what our behaviour should look like. We know that we should all behave in such a way that ensures everyone feels safe and secure because only then will we be able to learn effectively and make the most of the fantastic opportunities that we are offered at school.

We greet challenges with a 'can do' attitude as we take responsibility for our actions and commit to making things better. This is helped by us communicating clearly and being honest about what has happened and our feelings so that we can reflect on our actions and work together to address any harm that has been done. Some children find these conversations very challenging at the start and so we model the conversations for them until they can take part.



We have many systems to reward good behaviour which include the awarding of certificates for good learning and good sportsmanship in assembly. We also use house points across the school and teachers may use target boards, table points and other rewards to celebrate the many occasions when we do the right thing.

There are some clear consequences that we all understand that help us know what will happen to us if we behave in a way that is not ready, respectful or safe. These are shared by everyone and talked about so that we understand. School staff are always happy to discuss these consequences with anyone who asks because we want everyone to be clear about what is happening in school and why.



We all understand that some children find demonstrating good behaviour more challenging. As a school, and as individuals, we want to support them and we work closely with them and with parents/carers to help with this. We have a three-tier behaviour system. The vast majority of children are on 'tier one' because

they manage their behaviour very well in school and very seldom have any issues with poor behaviour. Sometimes a child might be struggling a bit more and they become 'tier two'. At this stage extra support is given to them to help them learn how to manage their behaviour better so that they can continue to learn and so can those around them. On very rare occasions, a child might struggle more with behaviour. At this stage, the school will secure additional support for that child which might include referrals to outside agencies and more involvement from across the school in their support.



Our school works hard to make sure we are 'Always Learning'. We challenge each other to demonstrate the best possible behaviour at all times. We commit to helping each other achieve this by sharing our feelings and talking through our problems. This sometimes requires us to be very brave as we have to say and hear things which are difficult and this needs our commitment.

When we learn new ways to support ourselves and each other to behave better, we can see that we have conquered whatever issues that arise, and then we can celebrate our successes. This is what makes St White's such a brilliant place to learn and grow.

