

## Relationships & Behaviour Policy



# Wheatley Hill Community Primary School

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## **Relationships & Behaviour Policy**

At Wheatley Hill Primary School, we want to create an environment that is safe, where everyone feels welcome, and where children come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and to encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation, and management of Relationships & Behaviour at Wheatley Hill Primary. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, and other members of the wider school community.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.

**The fair and consistent implementation of our Relationships & Behaviour Policy is everyone's responsibility.**

## Our Core Beliefs

- The only behaviour we can truly control and change is our own.
- Building strong relationships is essential for creating a supportive and thriving school community.
- Behaviour can improve, and every child has the potential to succeed.
- Positive reinforcement and encouragement are more effective at changing behaviour than punishment.
- Acknowledging and celebrating good behaviour boosts children's self-esteem and encourages continued success.
- An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more.
- Understanding each child's unique needs and circumstances allows us to respond in the most fair and supportive way.

## Aims

Through this policy, we aim to:

- Encourage a positive, calm, and purposeful atmosphere where pupils can learn without limits.
- Ensure a consistent and calm approach to managing behaviour.
- Ensure a consistent use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow up on any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.

As a school community, through the taught curriculum as well as during all other opportunities, we aim to:

- Teach specific social skills, e.g., sharing, turn-taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific cooperative and collaborative skills to enable children to work effectively as a member of a group.
- Agree on boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand, and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically (Zones of Regulation).
- Promote equal opportunities and instil a positive attitude towards differences.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

## **Behaviour for Learning: The Wheatley Hill Way**

**We care for each other; we look after our learning environment and we make sure the children get the best deal possible.**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the expectations, relentless routines, and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book *'When the adults change, everything changes.'* Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple expectations: **'Be Ready, Be Respectful, Be Safe,'** which are applicable to a wide variety of situations. These expectations are displayed in each classroom and are explicitly taught and modelled by all members of our school community.

### **Defining our Expectations – "Be Ready, Be Respectful, Be Safe"**

**Be Ready** - Being ready to learn in any school is key to a successful and enjoyable day. This means coming to school in the correct uniform, with all the necessary materials like Reading Book, PE Kit and any completed homework. It also involves arriving on time, as good attendance is crucial for staying on track with lessons. But readiness goes beyond just the basics; pupils should come to school with a positive attitude, eager to listen, participate and try their best. Being ready to learn looks like pupils sitting quietly at their desks, raising their hands to ask questions, and having valuable relationships with their teachers and classmates. When children are prepared and focused, they help create a classroom where everyone can learn, grow and have fun together.

**Be Respectful** - Children's views on the definition of respect can vary significantly based on their home circumstances and social context. In homes where open communication, empathy and mutual regard are emphasized, children may see respect as a two-way street, where their opinions are valued and they, in turn, value others'. Alternatively, in environments where authority is strict or respect is demanded rather than earned through positive relationships, children might associate respect more with obedience and fear rather than mutual understanding.

Social context also plays a role; children from communities that emphasize collective values & positive relationships may view respect as closely tied to cooperation and group harmony, while those from more individualistic backgrounds might see it as linked to personal achievement and self-respect. Given these diverse perspectives, it's crucial that we clearly define what respect means within our school community. By establishing respect as grounded in kindness, consideration, and mutual understanding, we create a shared standard that guides all interactions and helps pupils develop a positive and inclusive sense of respect, regardless of their background.

"Respectful" is an adjective that describes someone or something showing kindness, consideration and regard for others. Being respectful involves recognizing and valuing others' feelings, rights, opinions and traditions. It encompasses polite behaviour, courteous language and thoughtful actions, that demonstrate appreciation toward individuals or groups.

Examples of respectful behaviour include:

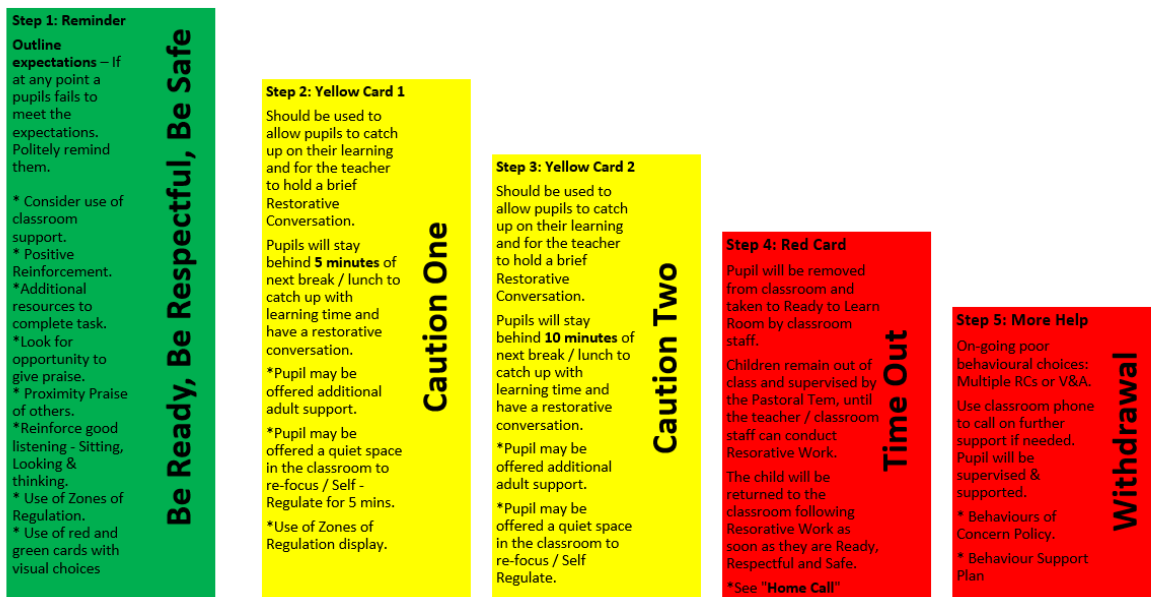
- *Listening attentively* when someone is speaking, without interrupting.
- *Using polite language*, such as saying "please" and "thank you."
- *Acknowledging others' perspectives*, even when they differ from your own.
- *Honouring cultural traditions* and practices of others.
- *Being considerate* of others' time, space and feelings.

In essence, being respectful fosters positive and productive relationships by showing that you value those around you.

**Be Safe** - The importance of being safe in school, both physically and emotionally, cannot be overstated. Physical safety ensures that pupils are protected from harm, accidents, and potential dangers, allowing them to focus on learning without fear. Equally important is emotional safety, which involves creating a supportive and inclusive environment where pupils feel valued, respected, and free from bullying or discrimination. When pupils feel safe on both levels, they are more likely to engage fully in their education, build healthy relationships and develop the confidence to express themselves. A safe school environment fosters well-being, encourages academic success, and helps pupils establish excellent relationships with peers and adults.

However, we also understand that for some children, following our behaviour expectations is beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted interventions and rewards to reinforce positive behaviour. (See Behaviours that Challenge Policy)

## Relationships & Behaviour



- \* Give pupils thinking time between Reminder / Cautions, walk away and come back two minutes later (if possible).
- \* Offer choices to pupils – Red / Green Cards – Encourage children to make a “Green Choice – Self Regulation”.
- \* A pupil may progress directly to Red C3 / C4 due to violence, aggression and endangering others.
- \* Don't send pupil work to “Ready to Learn”; Pastoral Staff to provide Zones of Regulation Work.

## Managing Relationships & Choices: The Five Strands

Our Relationships & Behaviour Policy is based on these five strands:

- Visual Consistency (Relentless Routines)
- A Feeling of Belonging
- Recognition of Positive Behaviour (Over & Above)
- Certainty in Adult Behaviour (Consistent, Calm Adult Behaviour)
- Restorative Practices

## Roles and Responsibilities

*‘The culture is set by the way the adults behave.’ - Paul Dix, 2017*

All adults in the school are responsible for the consistent reinforcement of the Relationships & Behaviour policy. Senior leaders and Governors are responsible for supporting staff to implement the policy.

Parents are responsible for supporting the school’s Relationship & Behaviour policy by reinforcing key messages at home and providing a positive role model.

### **All Staff will:**

- Demonstrate unconditional passion, care and compassion towards all members of our school community.
- Know their classes well and develop positive relationships with all pupils.
- Always redirect pupils by referring to 'Be Ready, Be Respectful, Be Safe.'
- Focus on effort, not achievement.
- Celebrate when children go 'above and beyond' expectations.
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving inappropriately.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Relentlessly work to build mutual, professional relationships with parents, carers and the wider community.

### **Rewards**

Recognition of good behaviour, achievement, attainment, kindness, etc., comes in a variety of different forms and is given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language, and oral recognition with feedback.

### **Specific rewards include:**

- Name on the recognition board in the classroom.
- Good news note home—children going over and above receive first.
- Phone call home—children going above and beyond receive first.
- An individual token item, e.g., Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage, or the school.
- Dojo Team points.
- Special certificates, e.g., Celebration Assembly

### **Above and Beyond Recognition**

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan, where adults notice and reward excellent behaviour that goes *'above and beyond.'*

Children's names will be added to recognition boards when they have gone above and beyond. This may also include a target behaviour linked to The Wheatley Hill Way, or the school values, depending on the needs of the class. The aim should always be for the whole class to get on the board to create the feeling of a team effort.

Children are praised publicly and reminded/reprimanded in private.

Our three simple school expectations are explicitly taught in class, during assemblies, PSHE lessons, and through other school experiences.

## **Steps for Dealing with Poor Behaviour Choices**

### **Step 1: A Reminder of the rule**

Delivered calmly and respectfully, in private where possible.

### **Step 2: Caution One (Yellow Card)**

Delivered in private, to make the child aware of his/her behaviour and clearly outline the next steps if he/she continues, e.g., having time out. Use the phrase *“think carefully about your next step.”*

Pupils will stay behind **5 minutes** of next break / lunch to catch up with learning time and have a restorative conversation.

### **Step 3: Caution Two (Yellow Card)**

The adult speaks to the child in private, giving him/her a final opportunity to engage. Offer him/her a positive choice to do the right thing and use the microscript. Pupils will stay behind **10 minutes** of next break / lunch to catch up with learning time and have a restorative conversation.

A child receiving a C2 will have this recorded in CPOMS at the end of the day; a C2 shows a significant period of wasted learning time. Children receiving multiple C2s will have a “Stage One/Two Behaviour Tracking Record” initiated to try and identify triggers and risk indicators.

### **Step 4: Time Out**

If the child hasn't engaged after the third reminder, then they will be removed from the classroom for a Time Out and supervised by a member of the Pastoral Team. The child will be able to return to class once the teacher / classroom staff member has held a restorative conversation and the child is Ready, Respectful and Safe. Children within the SEND Department will be removed within the department to a space appropriate for the child's needs i.e. therapy room, work space, corridor couch.

#### **Time Out will be followed by:**

- A phone Call Home, whereby parents will be invited into school to discuss the incident with a Team around a Child Approach.
- A written account of the incident will be given to parents for them to sign / acknowledge
- A detailed account of the incident, actions and next steps will be made on CPOMS

### **Step 5: Withdrawal**

Children receiving multiple C3 instances or displaying significantly challenging or Violent Behaviour will be supported through our Behaviour of Concern Policy. This will include the use of supervised, supported withdrawal, where their teaching & Learning will take place in a different location either within the school Pastoral rooms or at an Alternative Provision.

## **Restorative Conversations**

Following incidents of poor behaviour, it is imperative that the adult, who initially dealt with the behaviour (supported by a member of the Pastoral Team or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, questions will be simplified and there will be more emphasis on ensuring the children know why their behaviour was wrong and how they can make things better next time. However, older children will have opportunities to explain their actions and put forward their side of the story. This might happen at break time, during a conflict, or at another suitable time. There are 6 questions that will be used for older children:

- What has happened?
- What were you feeling at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

Following the restorative conversation, the adult will then initiate the appropriate follow up action i.e. parental phone calls, meeting invitations etc. In addition, Behaviour Formulation meetings (involving SLT members) will be held following more serious incidents of poor behaviour. As an inclusive school, we will do our utmost to work with the children and families involved to reach a resolution that is fair and proportionate.

## **Serious Incidents**

Some incidents may require an immediate action and withdrawal away from the classroom. The SLT is informed as soon as possible so the incident can be recorded and monitored as necessary. Staff should use professional judgment and ensure that actions are consistent and proportionate to the circumstances. Where necessary, a bespoke behaviour plan will be implemented. Parents will be informed. Exclusion is the last resort and is at the discretion of the Headteacher.

## **Multiple C3s and C4s**

Department Leaders will check their department CPOMs weekly to monitor the number of c3 and c4 consequences children in their department are receiving. If they feel that they have a growing concerns in regards to a pupil, or if class teachers bring this to their DL's attention, the following steps would be followed:

1. Internal Behaviour Report will be introduced
2. Behaviour Report and parent 'discussion meeting' will be held to share the concerns with parents (logged on CPoMs)
3. Behaviour Formulation Meeting 1 (Internal with Department Lead / SENCO)  
*At this meeting, discussions will happen between the staff to arrange classroom observation of the child by the SENCO or Department Leader. Discussions will happen regarding any external referrals which may be needed to support the child. A review of the child's SEND support plan may be needed and amended or provision changed. A reflection of the behaviour plan will also take place.*
4. Behaviour Formulation Meeting 2 (Invite parents and other services involved)  
*Parents and other professionals / services involved with the child will be invited to this meeting ran by the Department Lead. The department SENCO may be involved in this meeting. A parent Contract will be put into place during this meeting and a further review of the child's Behaviour and SEND support plan. A referral will need to be made to Behaviour Panel.*

## **Practical Strategies to Support Pupil Behaviour: Modelling Positivity**

### **A Model of Positivity – Top Tips for Staff**

- Smile - Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere verbal praise.
- Give stickers & Dojos
- Send positive notes.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, do not let sleeping dogs lie.
- Use subtle praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous, but everyone wants to feel important.
- Create class displays and classroom environments that scream high expectations and that you have passion and care of your environment – The Wheatley Hill Way.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they cannot.

### **Habits of Adults Who Manage Behaviour Well:**

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree routines/expectations with their class and consistently apply them with positive and negative outcomes. (Relentless Routines)
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted, and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

### **Effective 30-Second Interventions**

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which expectation/routine it contravenes.
3. Use our "Red & Green" Choices, whereby the pupil can appropriately self regulate or will receive the sanction (Caution 1,2 or red card).
4. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
5. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later but do not engage in "Secondary Behaviour".
6. Look around the room with a view to catch somebody following the rules.

### How to Land a Difficult Message, Softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue: *'You can do this; you are intelligent and able.'*
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, calm tone.
- Remind yourself that the sanction is a sanction only, not personal retribution.
- Walk away as soon you have finished speaking.

### Refocusing the Conversation

When learners try to argue, shift the blame, or divert the conversation, you can either:

Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be. Try slowing down the request the second time you repeat it and use gentle eye contact to reinforce.

Or...

- Use an appropriate refocusing line (See Below) to bring the conversation back to the script. This allows the student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner:	Adult:
<ul style="list-style-type: none"><li>● <i>'It wasn't me.'</i></li><li>● <i>'But they were doing the same thing.'</i></li><li>● <i>'I was only...'</i></li><li>● <i>'You are not being fair.'</i></li><li>● <i>'It's boring.'</i></li><li>● <i>'You are a ... (name calling).'</i></li></ul>	<ul style="list-style-type: none"><li>● <i>'I hear what you are saying...'</i></li><li>● <i>'I understand...'</i></li><li>● <i>'Maybe you were ... and yet ...'</i></li><li>● <i>'Yes, sometimes I may appear unfair...'</i></li><li>● <i>'Be that as it may...'</i></li><li>● <i>'I am sorry that you are having a bad day.'</i></li></ul>

### Get-Out Line

If the conversation is becoming unproductive, try:

*"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, positive conversation."*

## **Dinner Hall Behaviour & Relationships**

The principles of Be Ready, Be Respectful, Be Safe extend into the dinner hall to ensure a calm, orderly and positive environment for all pupils and staff. This space is not only for eating but also for socialising and practising good table manners and independence. Our approach to managing behaviour in the dinner hall is consistent with the whole-school policy, focusing on clear routines, positive reinforcement and restorative practice.

### **Expectations: The Wheatley Hill Way in the Dinner Hall**

- **Be Ready:** Pupils arrive at the dinner hall calmly and in an orderly manner. They know where to sit, what the process is for collecting their food and how to use their cutlery appropriately.
- **Be Respectful:** Pupils are respectful to lunchtime staff and to one another. They use quiet voices, listen attentively to instructions and are considerate of others' space. They wait patiently in queues and use polite language, such as "please" and "thank you."
- **Be Safe:** Pupils move carefully and safely throughout the dinner hall. They sit properly on their chairs, use cutlery responsibly and are mindful of others' physical space to prevent accidents.

### **Recognition of Positive Behaviour (Over & Above)**

Lunchtime staff will consistently and deliberately "catch pupils doing the right thing." Sincere, public praise is the primary form of recognition.

Examples of Above and Beyond behaviour in the dinner hall that will be celebrated include:

- Helping a younger pupil to carry their tray or find a seat.
- Volunteering to help tidy a table.
- Displaying exceptional politeness to dinner staff or other pupils.
- Making a new pupil feel welcome at their table.

This positive behaviour will be recognised through the school's existing rewards system, such as Dojo Team points, good news notes home, or a visit to another member of staff for commendation.

## Managing Poor Behaviour Choices: Stepped Sanctions

In line with the school's policy, a calm and consistent approach is taken to manage poor behaviour choices in the dinner hall.

- **Step 1: A Reminder of the rule.** A member of the lunchtime staff will provide a quiet, private reminder of the expected behaviour (e.g., "Please remember to use a quiet voice in the dinner hall").
- **Step 2: Caution One (Yellow Card).** If the behaviour persists, the staff member will use a 30-second intervention to calmly make the child aware of their behaviour and outline the next step if it continues. For example, "You are choosing to be loud. Think carefully about your next step; your choice is to either use a quiet voice or have a restorative conversation later."
- **Step 3: Caution Two (Yellow Card).** If the poor behaviour continues, the staff member will offer a final opportunity to engage positively. The child will be given an opportunity to make the correct behaviour choice or be moved to a different area of the lunch hall to eat their dinner calmly. This incident will be recorded as a C2 on CPOMS.
- **Step 4: Time Out (Red Card).** In cases where the child has not engaged with the previous steps, or for a more serious incident, the child will be taken to the pastoral team for a 'Time Out'. The restorative conversation, phone call home, and CPOMS logging will then follow the same process as the whole-school policy.

## Restorative Conversations

Restorative conversations are key to resolving conflicts and poor behaviour choices at lunchtime. A member of the lunchtime staff or a member of the pastoral team will initiate a conversation with the pupil to help them reflect on their actions, understand the impact on others, and make a plan for doing things differently in the future. The same six restorative questions outlined in the main policy will be used, adapted for the age and needs of the child.

## **School Transport Behaviour & Relationships**

The principles of Be Ready, Be Respectful, Be Safe are fundamental to ensuring a safe and calm journey for all pupils on school transport. This journey is an extension of the school day and the expectations for behaviour remain consistent with the whole-school policy, focusing on clear routines, positive reinforcement and restorative practice.

### **Expectations: The Wheatley Hill Way on School Transport**

- **Be Ready:** Pupils arrive at the bus stop on time and wait safely. They are ready to board in an orderly fashion, have their belongings secure and know where to sit.
- **Be Respectful:** Pupils are respectful to the driver, escort and to one another. They speak in quiet voices, listen to the driver's instructions and are considerate of others' personal space.
- **Be Safe:** Pupils remain seated with their seatbelts fastened throughout the journey. They keep their hands and feet to themselves and their belongings are stored safely to prevent them from becoming a hazard. They do not eat or drink on the transport.

### **Recognition of Positive Behaviour (Over & Above)**

Drivers and school staff will consistently and deliberately "catch pupils doing the right thing." Sincere, public praise is the primary form of recognition.

Examples of Above and Beyond behaviour on school transport that will be celebrated include:

- Helping a younger pupil find a seat or secure their belongings.
- Making a new pupil feel welcome and at ease on the bus.
- Notifying the driver of a safety issue in a calm and responsible manner.
- Displaying exceptional politeness and courtesy to the driver and other pupils.

This positive behaviour will be recognised through the school's existing rewards system, such as Dojo Team points, good news notes home, or a visit to a member of staff for commendation.

### **Behaviour Management:**

- Apply consistent and calm behaviour management strategies in line with the school Relationship and Behaviour Policy.
- Use de-escalation techniques learned in training to minimize risks.
- If a child is dysregulated and unable to settle when it's time to board, they will not be able to access the bus, due to safety reasons. The bus will wait for 5 minutes to allow parents to support their child. After this time, the bus will need to depart in order to stay on schedule. If this occurs, parents are of course able to bring children into school themselves, once they have settled.
- At home time, if a child is not safe to travel. Class teachers in the first instance will make a call to parents to tell them that their child will need collecting. Event must be added to Cpoms
- If dysregulation happens in the bus park prior to a bus departing, passenger assistant / driver should ring school for the pastoral team who will come and support the child. Pastoral team will then contact parents if need be to come and collect their child. Event must be added to Cpoms
- If a child becomes dysregulated during travel. Staff should remain calm and contact school. School will then take the information and act appropriately depending upon each individual situation. This may mean that another car and pastoral staff will drive out to meet your bus – or parents may be called to go to where you are. Events must be CPOMed and shared with the Transport Manager, who will discuss this with SLT. If a child is deemed to unsafe to travel they may be removed from the school transport service
- Passenger Assistants should seat themselves near the rear of the vehicles to guard the emergency exits. In this position, they also have a full view of the children on the bus in order to see all children and assess if they need any support throughout the journey.

### **Restorative Conversations**

Restorative conversations are key to resolving conflicts and poor behaviour choices on school transport. The pastoral team will initiate a conversation with the pupil to help them reflect on their actions, understand the impact on others, and make a plan for doing things differently in the future. The same six restorative questions outlined in the main policy will be used, adapted for the age and needs of the child.

## **Bullying**

Bullying and racism are not tolerated in school and are dealt with very seriously. If a child is known to be bullying other children then they will receive a letter home warning that future incidents of bullying will result in a Behaviour Referral Meeting. (See Anti Bullying Policy)

## **Use of Reasonable Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Use of Reasonable Force, 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Most staff have been trained in team teach and these adults would usually be the ones who would carry out any physical intervention or restraint. However, all staff have the authority to physically restrain a child if they are placing others in danger. – See Positive Handling Policy & Use of Safespaces Policy.

## **Fixed-term and Permanent Exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In some rare cases, where a pupil deliberately attempts to have a fixed term exclusion issued against them the Headteacher may take the decision to exclude within the school. This means that the child is isolated from the rest of the school for the duration of the exclusion.

If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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.

The headteacher informs the LA and the Governing Body about all permanent exclusion, and all fixed-term exclusions immediately. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The Governing Body has a Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## Procedures following a Permanent Exclusion

1. The meeting of the Discipline Committee of the Governing Body should be held with all parties, including the member of staff who is putting the school's case, the parent/carer\*, pupil and LA representative in attendance. All parties should be present at the start of the meeting.
2. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should declare that interest and withdraw from the meeting.
3. The senior member of staff presenting the school's case should give a report outlining the reasons for the exclusion.
4. The Governors, parent/carer\*, pupil and the Director of Education's representative should be allowed to ask questions.
5. The Director of Education's representative will share any relevant reports relating to the exclusion. Other agencies who have information relevant to the exclusion should be given the opportunity to inform the meeting.
6. All parties should have an opportunity to consider this information at this stage.
7. The parent/carer\* and pupil should be heard.
8. The Governors, School's representative and the Director of Education's representative should be allowed to ask questions of the parent/carer\* and pupil.
9. The member of staff should summarise the school's case.
10. The parent/carer\* and pupil should summarise their case.
11. The parent/carer\*, pupil, LA representative (unless he or she is Clerk to the Discipline Committee), Head Teacher and member of staff putting the school's case and any governors whose connection with the excluded pupil requires them to withdraw must leave the meeting. If any further advice or clarification is required all participants will be recalled together.
12. The Discipline Committee of the Governing Body consider the evidence, representations from parents/carers, pupil and LA and advice from DfES Improving Behaviour and Attendance Guidance on Exclusions from Schools and Pupil Referral Units, and decides:
  - (i) whether to direct reinstatement and, if so, whether extra short-term support would help to ensure successful reintegration.

(ii) if the exclusion is upheld, ensure that the school has satisfactory arrangements in place for the pupil to continue their education while away from school until any appeal process has been completed.

13. The Clerk to the Discipline Committee will write to the parent/carer\* within one school day after the meeting confirming the decision of the Discipline Committee including reasons for their decision, and explaining the parents/carers\* right of appeal, should the decision be upheld.

\* Parents/carers may if they wish have someone of their choice to accompany and assist them at the meeting or send a representative

### **Procedures following a Fixed Term Exclusion**

Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Exclusions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion.

### **Behaviour Outside of School**

The Education and Inspections Act 2006 gives headteachers the power regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school agreed behaviour policy which may result in an exclusion. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the headteacher has the right to investigate these issues in school and put in place appropriate sanctions.

We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

### **Power to Search Pupils for Weapons**

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

### **Monitoring & Record Keeping**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

# Wheatley Hill Primary School

“Be Ready, Be Respectful, Be Safe”

Over & Above Behaviour	Adult Behaviour
<ul style="list-style-type: none"> <li>Name on the Recognition Board</li> <li>Good News Note Home</li> <li>Positive Praise Phone Call Home</li> <li>Dojo Points</li> <li>Class rewards an individual token e.g. Sticker</li> <li>A visit to another member of staff for positive commendation</li> <li>Public praise: Group, Class, Department - Celebration Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Smile – Show the children you want to be there!</li> <li>Calm, consistent and fair</li> <li>Give first attention to best conduct</li> <li>High expectations</li> <li>Recognise “Over &amp; Above Behaviour”</li> <li>Relentlessly bothered</li> </ul>
Stepped Sanctions - In private	30 Second Interventions:
<p><b>Step 1:</b> A Reminder of the expectation: repeat as necessary.</p> <p><b>Step 2:</b> Caution (Yellow Card 1)</p> <ul style="list-style-type: none"> <li>30 Second Intervention</li> <li>“Think carefully about your next step.”</li> <li>Red &amp; Green Choices.</li> <li>Opportunity to Self- Regulate.</li> <li>5 Minutes to complete work &amp; Discussion</li> </ul> <p><b>Step 3:</b> Caution 2 (Yellow Card 2)</p> <ul style="list-style-type: none"> <li>30 Second Intervention</li> <li>“Think carefully about your next step.”</li> <li>Red &amp; Green Choices.</li> <li>Opportunity to Self- Regulate.</li> <li>10 Minutes to complete work &amp; Discussion</li> </ul> <p><b>Step 4:</b> Time Out (Red Card)</p> <ul style="list-style-type: none"> <li>Deliver the difficult message.</li> <li>Child withdrawn to Pastoral Team.</li> <li>Child remains supervised by Pastoral Team until classroom teacher has completed Restorative Conversation.</li> <li>Home Call, Meeting &amp; Letter.</li> </ul> <p><b>Multiple Red Cards / High Level Incident of V&amp;A</b></p> <ul style="list-style-type: none"> <li>Deliver the difficult message.</li> <li>Withdrawal</li> <li>Immediate Home Call &amp; Parental Meeting</li> <li>Behaviours of Concern Policy</li> </ul>	<p><b>Think Carefully about your next Step because....</b></p> <ul style="list-style-type: none"> <li>I have noticed that...</li> <li>You know the school expectation: “Be ready, Be respectful, Be safe. Can you remember when you ... <i>(time they did this really well)</i></li> <li>...and how that made you feel?</li> <li>The red and green choices are, and I would recommend.....</li> <li>Thank you for listening.</li> </ul> <hr/> <p><b>Restorative Questions</b></p> <ul style="list-style-type: none"> <li><u>What has happened?</u></li> <li><u>What were you feeling at the time?</u></li> <li>Who has been affected by the actions?</li> <li>How have they been affected?</li> <li>What needs to be done to make things right?</li> <li><u>How can we do things differently in the future?</u></li> </ul> <p><i>The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.</i></p>