Heathland Whitefriars Federation

Behaviour and Relationship Policy

Primary

Reviewed Annually by the Safeguarding & Inclusion Committee
Effective From: March 2016
Review Cycle: Biennial

Next Review Date: October 2026

1.Introduction – Rationale

This policy sets out how we manage and support pupils in their behaviour, dispositions and attitudes. We believe that a positive methodology, based on shared values, respect for the Rights of the Child, a nurturing, child-centred approach rooted in a sound understanding of child development are the best ways of ensuring that children are able to make positive, helpful choices in the way that they behave.

This policy also sets out how we esteem and build on positive events and how we respond when pupils need support with their behaviour, including any restorative actions we may need to take.

We recognise the importance of regularly reviewing our behaviour policy to reflect pupil feedback and data analysis. Pupils are actively encouraged to share their experiences of behaviour and the school culture, helping us to evaluate and improve our approaches. This ongoing process supports a whole-school culture where high standards of behaviour are consistently maintained and developed.

Article 40: Our role to support you in putting it RIGHT

2.Parental Engagement and Communication

We recognise the vital role parents play in supporting positive behaviour. We encourage parents to familiarise themselves with our behaviour policy and to engage actively in school life. We maintain regular communication with parents regarding their child's behaviour, celebrating successes and addressing concerns collaboratively. Where appropriate, parents are involved in pastoral work and reviews of behaviour interventions to ensure consistent support

This policy is designed to be used by all staff and parents for reference and guidance and for parents of pupils at the Heathland Whitefriars Federation. It is important that all stakeholders in the work of the schools understand the shared vision we have in supporting children's positive behaviours and our methodologies and systems we employ to secure an excellent climate for learning.

3. Our Philosophy for Supporting Positive Behaviour and Relationships

We believe the best way to encourage positive behaviour is by fostering a child-centred ethos that values effort and good choices rather than relying on rigid rules. Our approach focuses on building positive relationships with pupils and supporting them to develop these skills themselves. Our pupils acquire a set of positive shared Values which strengthen the quality of their relationships with other people.

We aim to equip children with social skills, resilience, healthy self-esteem, and emotional intelligence to navigate complex situations confidently. Recognising that behaviour is influenced by many factors, staff strive to understand each pupil's individual context to respond sensitively and effectively.

Alongside managing poor choices, we actively teach and model positive learning behaviours, encouraging pupils to reflect on their actions and engage constructively in the school community. Our pupils embrace shared values that enhance their relationships and respect for each other's rights, supported by activities such as circle time and MindUp sessions that teach them how to recognise and resolve problems.

Both schools in the Heathland Whitefriars Federation are RRSA accredited and our pupils learn to understand and respect each other's rights according to the UNHCR Rights of the Child.

4.Developing a positive climate and culture for learning

Article 3: Everyone who works with children should always do what is best for each child

Article 18: Parents and carers have responsibility for bringing up their children, and they should always think about what is best for each child

Relationships

Our first principles are high expectations and positive relationships. All staff must be gentle, respectful and positive in all of their dealings with children of any age. Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children, and should model good manners at all times. We are mindful of our body language and facial expressions; we smile!

Teachers' professional learning helps them to understand how a nurturing approach and appreciation of attachment theory can further enable them to foster and develop positive relationships with and between all learners. Simple, consistent approaches such as targeted behaviour-related praise and engaging parents as partners in behaviour management are embedded within daily routines.

We provide a clear induction process for all pupils, including those who join mid-year, to familiarise them with our behaviour expectations and culture. We may repeat this induction at key points during the school year to reinforce expectations.

Values

We have a set of 22 shared Values which underpin the Federation ethos. Each of these is explored for a month through classroom talk, circle time, assemblies etc. Above all, all staff are expected to demonstrate and model these Values in action and to explicitly teach how they work and the difference they make to the world. Our overall aim is that all children and adults 'live the Values'.

Rights

A vital element of our positive ethos is the Rights Respecting Agenda. Children learn to respect each other's rights in line with the UNHCR Rights of the Child. Teachers must respect the rights of each child at all times. Each classroom has a charter that all the children in the class contribute to. Collectively the children select the most relevant articles to their class and all sign this agreement to respect these rights. The playground charter

also has the main rights chosen by the children and is often referred to by adults and children. Rights Respecting language is universal and is encouraged both in the classroom (linked to curriculum) and outside to resolve conflict or issues.

We believe that these 3 elements are the cornerstones of a positive ethos and act as a way of *preventing* most unhelpful, inappropriate or unacceptable behaviour choices. These are the key ways that teachers take responsibility for the climate for learning across the Federation.

5.How we esteem effort and positive choices.

Article 29: Your RIGHT to become the BEST that you can be

Article 28 Your RIGHT to LEARN and to go to school

Rewards / Positive actions:

Federation staff members seek opportunities to actively recognise effort and success. Praise and encouragement are used so that positive choices are reinforced through rewards and active noticing. We emphasise the positive rather than negative in all we do.

We give specific and focused praise for social, emotional, and learning behaviours that support a positive school culture. Staff model these behaviours and embed social and emotional learning across the curriculum, using opportunities in subjects such as literacy, history, drama, and PE to reinforce these skills

Members of staff positively reinforce good behaviour choices in a number of ways including:

- Public *recognition, praise and attention*
- Stickers, stamps, stars and other tangible rewards and recognitions
- Each child from has a 'Record of Achievement' (see separate guidance)
- Golden Time - a shared reward that the whole class earns and is never taken away from individuals as a punishment.
- A visit to a phase leader or senior member of staff, for special recognition e.g. during 'Happy Hour' or a 'Positive News Party'
- 'Special Mentions' in assembly when individual pupils are put forward by staff members. Teachers nominations often draw upon Values, Rights and positive choices
- We make a point of communicating positive news with parents in a number of ways e.g. a postcard home or a quick word at handover

A key principle here is to look for opportunities to praise, celebrate and esteem effort and positive choices in an appropriately ***public*** forum such as in front of the class or in an assembly. We endeavour to make rewards etc. 'high value'; things which engage and esteem pupils in a meaningful way. All rewards are accompanied by positive talk and individual attention.

6.How we act in response to concerning behaviour

Article 12: Your RIGHT to say what you think should happen and be listened to

Article 19: Your RIGHT to be SAFE and to feel safe

Article 31: Your RIGHT to relax and play

Actions in response to unacceptable/ concerning behaviour:

Our key approach here is to take proportionate action to address problematic behaviour, looking for opportunities to have formative conversations in following up and then where necessary providing opportunities for restorative actions in order to 'put it right and move on'. We rely heavily on the Federation's Values and the children's understanding of the Rights of all children when responding to or following up problematic events.

In summary:

- Our approach to addressing unacceptable behaviour is restorative and formative. Staff act as coaches, supporting pupils to understand the impact of their choices and encouraging them to 'put things right'.
- We have clear reintegration strategies for pupils returning after removal from class or exclusion. These include reintegration meetings involving pupils, parents, and relevant staff or agencies to ensure appropriate support and successful return to mainstream education.
- Consistency in applying behaviour expectations and consequences across the school is paramount to maintaining a calm and safe learning environment.
- We systematically monitor and analyse behaviour data, including incidents, removals, exclusions, and pupil feedback. This data informs ongoing improvements to our behaviour culture and practice.

In more detail:

All staff are expected to remain calm, respectful, and adopt a coaching approach when addressing behaviour, avoiding combative or judgemental responses. While some behaviours must be challenged as unacceptable, we use clear, non-judgemental language, steering away from labels like "naughty" or "bad." Interventions are timely and measured, recognising that taking action is distinct from punishment.

We understand that behaviours are learned and see every interaction as a learning opportunity. Staff play a vital role in guiding pupils to 'put things right' and develop positive behaviour. Restorative approaches are preferred, as they encourage engagement and positive resolution. Public responses to poor behaviour, such as naming pupils, are avoided to maintain dignity.

Minor issues are addressed promptly and gently, with reminders or conversations as needed, always acknowledging pupils' efforts to correct their behaviour (e.g., "Thanks for putting that right with no fuss").

Communication with parents is handled sensitively, often informally at handover or by phone, ensuring they are reassured that the situation has been resolved and the pupil has moved on. We never ask parents to punish their children but work collaboratively to provide consistent messages.

For more complex incidents, pupils involved complete a 'What Happened?' sheet, supported by adult-led discussions to explore the issue, reasons, and next steps. Staff model constructive problem-solving throughout. Lunchtime supervisors refer incidents to class teachers, and visiting staff seek support from phase leaders.

If further action is necessary, phase leaders lead follow-up conversations with pupils and parents and may involve the Senior Leadership Team for additional support and intervention.

Key Principles

- We praise effort over innate ability.
- We separate the child from their behaviour, highlighting their growing responsibility.
- Behaviour conversations are formative, building resilience and emotional intelligence.
- We use a calm, low-drama approach to help children positively 'put things right.'
- We clearly distinguish between taking action and punishment.
- Consistency and fairness guide our responses.
- We recognise and support children's experiences of success.
- All behaviour communicates underlying needs; disruptive behaviour signals vulnerability.
- We address unacceptable behaviour directly but positively, avoiding euphemisms.
- Positive behaviours are acknowledged publicly; problems are addressed privately.
- We avoid judgement, always acting in the child's best interests and supporting them.
- We celebrate improvements and engagement in making positive changes.

6a. Exclusions

Article 19: Your RIGHT to be SAFE and to feel safe

The Federation is committed to providing early intervention and support to reduce the risk of exclusion however if a child continues to struggle with their behaviour choices in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for their own and/or others' safety. At this point the school will conclude that all other avenues of support must have been exhausted at this point.

The Federation follows the procedure as set out in the DfE's Guidance: *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion*. September 2017

The following constitute some of the behaviour choices which ***may*** lead to either a fixed term or permanent exclusion. They include:

- fighting or encouraging others to fight
- hurting another child or adults deliberately
- abusive, threatening or derogatory, discriminatory and racist language or behaviour towards other children or adults
- bullying and harassment, which is a pattern of behaviour aimed at harming another person or people including prejudice based bullying and cyber-bullying
- damage to property
- persistent defiance and refusal to follow instructions
- theft
- use of offensive sexualised language, sexual abuse or assault
- supplying or handling an illegal drug
- carrying, threatening to use or using a weapon

The behaviour of pupils outside of school can also be considered as grounds for exclusion. The School may exclude a pupil for any serious or persistent breach of the behaviour policy while the pupil is:

- taking part in any school-organised or school related activity
- travelling to and from school
- wearing the school uniform

Parents/carers of children who have been involved in these incidents will be informed of the outcome without delay. Parents will be notified of the period of any exclusion, the reasons for it and their legal responsibilities during the first five days of the child's exclusion.

The decision to permanently exclude a pupil may be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Following any fixed-term exclusion, a reintegration meeting with the pupil and their parent/carer is mandatory before the pupil returns to school. This meeting focuses on supporting the pupil to meet behaviour expectations and reduce the risk of further exclusion.

In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The Federation promotes community cohesion and takes a no tolerance approach to racism (see our Anti-racism policy). All incidents are recorded, reported and investigated according to the school's Racist Incident Recording, Reporting and Investigating Procedures and is monitored by the SLT and Safeguarding & Inclusion Governing Body Sub Committee on a regular basis.

7.How we recorded and monitor behaviour incidents:

All behaviour incidents are recorded in the class What Happened? log and the pattern of incidents are consistently monitored by the class teacher and phase leader – see additional guidance included at the front of the class' What Happened? log. Staff also use CPOMS to record and monitor any incidents. CPOMS is an online system for monitoring Safeguarding, wellbeing and all pastoral issues. CPOMS works alongside our existing safeguarding processes. CPOMS is used in addition to 'What Happened?' sheets.

If there is a need the incident may be referred to SLT and DSL and be recorded in the serious Incidents Log.

As part of our behaviour policy we recognise that parents/carers should be appropriately informed about any concerns regarding their child. Every effort is made to ensure that there is good communication between home and school. Our mutual expectations are made clear in our Home/School agreement. Should a child's behaviour be a cause for concern, parents/carers are contacted and the situation explored in order to support the child.

8.How we monitor this policy:

Pupil voice is central to our behaviour culture. We regularly seek feedback from pupils about their experiences of behaviour and the school environment. This feedback helps us to evaluate and refine our behaviour policy and practises, ensuring that all pupils feel safe, respected, and able to learn.

Records of any pupils who have been involved in serious behaviour incidents, including exclusions, are gathered by the Senior Leadership Team, reported to the Head teacher and recorded in the incident log which is regularly monitored to ensure the effectiveness of the implementation of this policy. We also record award achievements on the SIMs system. Termly figures are reported to governors who hold the Head teacher and school staff to account for continuously improving pupil behaviour and safeguarding all pupils. Analysis and prioritisation by staff and governors informs the Federation Improvement Plan, and the school's self-evaluation cycle.

New staff, supply teachers and volunteers will always be appropriately inducted and trained using this policy. The policy will be reviewed biennially.

This policy is linked to and implemented alongside the following documents:

- Code of Conduct
- Duty of care
- Anti-bullying policy
- Anti-racism policy
- Online Safety policy
- Disability equality scheme
- Equal opportunities
- Drug Policy
- Home school Agreement
- Anti-Radicalisation Statement
- Special Educational Needs Policy
- Health and Safety policy