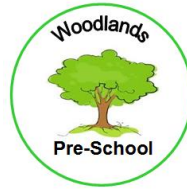


Binley Woods Primary School and Woodlands Pre-School



Behaviour and Relationships Policy

Developed by: Mrs K Sharp & Mrs J Apostol

Date: January 2025

Review Date: January 2026

Adopted by

Governing Body: January 2025

Policy Review Log			
Scheduled Reviews		Interim Reviews	
Date		Date	Details of amendments
		18.3.23	Exclusion / suspension language changed
		18.3.23	Added Restorative Practice Script
		11.10.24	Adapted lunch time section

Policy Statement

A calm, purposeful and respectful environment is intrinsic to a school culture where pupils are able to develop to their full potential both socially and academically. Our values play a huge and important role in our school culture and we want all our children to be kind, responsible individuals who are supported to be the best possible versions of themselves.

Building strong relationships with the children in our care, is vital to ensure they feel safe in the school environment and trust the adults working with them. Consistency of responses from adults and the clarity of systems, rewards and sanctions ensure children have a safe and predictable learning environment.

Positive feedback and recognition are a crucial part of supporting children's behaviour, acknowledging their efforts and creating a respectful culture. Children will be encouraged to develop intrinsic pride in their behaviour which will support their self-esteem and confidence.

Some children will need a different approach. Using targeted approaches for a small number of children creates more fairness not less and ensure the needs of all children are met. All children need proportionate consequences for poor behaviour choices but these will be fair, just and carefully planned in individual cases.

All adults will work together to achieve a consistent approach and fulfil the aims of this policy.

Aims of the policy

- To support children's personal development
- To create a calm, purposeful and respectful environment where children can learn and thrive
- To ensure a consistent, positive approach
- To ensure that pupils are treated fairly and shown respect which is modelled by staff and other adults working in school
- To explicitly teach kind, safe and responsible behaviours
- To build a culture which values kindness, care, patience and empathy
- To ensure that good behaviour is a minimum expectation for all

BWPS Rules

At Binley Woods Primary School, we believe simple rules have the best chance of being remembered and used consistently. The language of these rules should be woven through the school so they are a key reference point for all. Our three rules are:

Be kind
Be safe
Be responsible



kind



safe



responsible

Kind: Children will be taught the importance of kindness to others. They will be supported to empathise and take into account the feelings and needs of other children and adults.

Safe: Children's behaviour should always be safe. This means they should have safe hands and feet and observe expectations wherever they are in the school. All children and staff have a right to feel safe at school.

Responsible: Children will be taught and encouraged to be responsible for their actions. Adults will act as role models and support children to make good behaviour choices. When children struggle to make good behaviour choices, they will be supported to learn from these experiences.

All staff will:

- Refer to 'Kind, Safe and Responsible' as the three school rules regularly
- Model positive behaviours and build purposeful supportive relationships
- Meet and greet children at the door to welcome them into the classroom in a way the children feel comfortable
- Use a 'recognition board' in class to celebrate effort, promote team work and share responsibility for all learners engaging in the right choices
- Give genuine, positive messages to parents about behaviour and effort that is over and above expected levels
- Always react when children are not making good behaviour choices
- To ensure good behaviour is a minimum expectation for all
- Plan lessons that engage, challenge and meet the needs of all learners
- Build predictable, consistent routines into the school day to make classrooms, transition times and playtimes feel safe
- Use a range of consistent strategies to prevent negative behaviour before having to use an agreed, planned consequence
- React calmly and without emotion to incidences of poor behaviour
- Have an input into the setting of proportionate consequences and restorative work
- Work closely with parents to create appropriate positive behaviour plans for their child when needed
- Ensure that each day starts with a fresh start

Senior leaders will:

- Be a visible presence around the school
- Regularly share good practice
- Support staff in managing learners with behaviour needs
- Celebrate learners whose behaviour goes over and above expectations
- Regularly review provision for learners who have the greatest need
- Ensure staff training needs are identified and targeted
- Monitor behaviour across the school to review and amend school wide behaviour policy and practices when appropriate
- Support staff practically and emotionally when dealing with behaviour issues, ensuring due consideration is given to the well-being of adults

Positive Behaviour and Recognition

General classroom management and transition times

The use of language from all adults plays a vital role in ensuring expectations are consistent. We will use the following mantras with children as they work in classrooms and move around the school:

- Fantastic Walking
- Legendary Lines
- Super Sitting
- Hands on top, that means stop
- Over and above
- Counting down to silence

Praise and Rewards

We understand that a quiet word of personal, verbal praise can be more effective than a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom and around school cannot be underestimated. It is the key to developing positive relationships. It is our policy to support children to understand that good behaviour and effort deserves praise.

We will also use a range of tangible rewards and strategies to recognise behaviour and effort that is 'over and above':

- Class awards (star jars / marble jars / table points)
- Regular and genuine phone calls and notes home (at least 2 children weekly)
- Recognition boards
- Star of the week awards (One child per class, per week given in celebration assembly. This child should have gone over and above to exceed their personal best in terms of behaviour or effort leading to achievement)
- Effort awards (Two children per class, per week given in celebration assembly. These children should have shown effort over and above the norm for them as individuals)
- Head teacher awards (approximately three children a week spotted by the Head Teacher given in celebration assembly)
- Lunch time stars (given by mid-day supervisors). These are collected collaboratively by phases (Rec & KS1, LKS2, UKS2) and an extra 5 minutes of lunch playtime given once 100 stars have been attained by the group

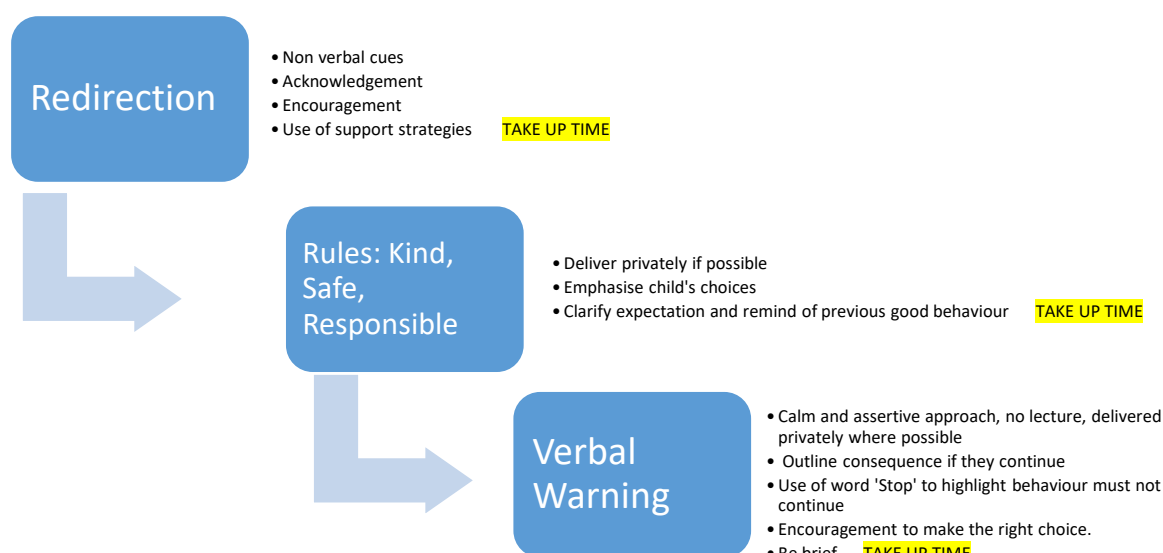
Teachers **must** keep a record to ensure rewards are being given fairly and no child is being 'left out'. Rewards must be given for genuine reasons, not because it is a child's 'turn' - this will ensure the currency of the rewards is not undervalued and children see them as a genuine achievement.

Negative Behaviour - Support & Consequences

Engagement with learning is always our primary aim. For the vast majority of learners, a gentle reminder or prompt is all that is needed. Steps will always be gone through with care and consideration, taking individual needs into account where necessary.

Management of Low-Level Behaviour

Much low-level behavior (minor incidences) can be managed with positive strategies. However, in the case of unwanted behaviour, this is tackled immediately and respectfully following clear steps. All learners must be given 'take up time' to reflect and respond in between steps.



If low level behaviours continue, staff will take 5 minutes away from a break time as a consequence. This time can be used to complete work if not enough has been done in the lesson. This can be increased to 10 minutes if the behaviours continue.

Children do need outdoor or 'down-time' before being expected to return to their next lesson and behave well. We will always maintain some break time between lessons.

Parents need to be informed if children exhibit low-level behaviours regularly at school.

Serious Behaviour

At Binley Woods Primary School we encourage all children to be kind, safe and responsible. When incidences of serious behaviour occur, children will be given proportionate consequences.

Behaviours deemed to be of a serious nature include;

- Disruptive or unsafe behaviour affecting the learning of themselves and others (including refusal to work/ co-operate)
- Hurting (hitting, punching, kicking, pinching)
- Verbal (serious name calling, racial, homophobic)
- Swearing (including threatening words)
- Spitting

Serious Behaviour will be recorded on C-Poms. Such incidents will result in parents being contacted by the class teacher in most circumstances. Senior Leaders will support these conversations in the most serious incidences.

Senior Leaders will support the management of serious behaviours, though the staff member present at the time of the incident (e.g. class teacher / TA) will always be involved in setting sanctions and in any restorative work.

Children who become dis-regulated will need time to calm and regulate their emotions before they are ready to discuss what has happened, take part in a consequence or return to their learning. Children will be given appropriate time, space and support to regulate. Some children will have suffered trauma in their lives and find regulation more challenging. These children will have planned strategies to support them in their regulation when they are in a state of high anxiety.

It is important that all children understand that there are consequences to their actions. Consequences will be proportionate, just and dependent on the level of behaviour. Staff will feel able to discuss consequences with senior leaders as part of a culture of openness which helps us to ensure consistency. A time for reparation will always be planned in before the child can return to their normal school day. Consequences will be as close to the time of the incident as possible.

Consequences may include:

- Reduced or missed break/lunch times. Missed minutes of play are supervised in the classroom by year group staff.
- Missing wider activities
- Loss of privileges
- Time spent with a Senior Leader
- Natural consequences such as tidying the mess made / fixing an object

A restorative conversation where children are required to be self-reflective and discuss ways to avoid making the same choice in the future will always be part of the time spent with an adult. Restorative conversations with adults and other children will be used in some circumstances when trust, respect and relationships have been strained (See restorative questions - Appendix 1).

For children whose behaviour is often more extreme, the SENDCo will work with the class teacher to create an individual 'Positive Intervention Plan' (see Appendix 2) and in some cases, a 'Safety Plan'. Parents and children will be involved in the writing of these plans. When children are in crisis, regulated adults will use the Positive Intervention Plan flexibly and responsively in order to do all they can to help the child regulate their feelings and emotions. Recognising and supporting when a child is in a state of crisis is vital so a child's behaviours do not spiral out of control.

Home-school partnerships are incredibly important in ensuring the best outcomes for children. We will work closely with parents and carers to support children in improving their behaviour and enjoying more calm days at school.

Extreme behaviours may lead to internal suspension within the school or fixed term suspension as described in the Suspensions and Exclusions Policy. Suspension and permanent exclusion is the decision of the Head Teacher alone (ref: Suspensions and Exclusions Policy).

Crisis Management

Information in judging risk and taking acceptable and safe action is found in the school's Physical Intervention Policy (Team Teach).

The school agrees that:

- Members of the Senior Management Team (SMT) are available to help in a crisis.
- In extreme circumstances if a child acts violently in a lesson endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
 - Phoning or sending a child for help from other staff (this may be using our yellow and orange triangle alert system)
 - Removing the child from the area where they are causing disruption, and only restrain the child (when all de-escalation processes have been carried out) in line with guidelines from the Physical Restraint Policy (Team Teach)
 - If necessary or safer, withdrawing the class leaving the child in the room with an adult
 - Reassuring the class afterwards

Use of Reasonable Force and Power to Search

All members of staff are aware of the regulations regarding the use of force as set out in the DFE guidance 'Use of Reasonable Force' 2012.

Staff only intervene physically to restrain or control children when other avenues have been exhausted, with the minimum force required and when it is in the best interests of the child to do so. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. All instances of physical intervention are recorded on C-Poms and communicated to parents.

All teachers are authorised under the direction of the Headteacher to search for 'prohibited items' and confiscate any such items that they find. All searches of children's pockets/person occur away from a public place and with two members of staff present; searches of children's bags and drawers may take place in classrooms and corridors and be conducted by any member of staff as directed by the Headteacher. Prohibited items include: matches and lighters, cigarettes, laser pens, any article likely to cause personal injury or damage to property.

The Headteacher will inform parents that prohibited items have been confiscated and invite them to come into school and collect them. Any confiscated items not collected by the end of term will be disposed of. Illegal items will be reported to the police.

Pupils are not allowed to have mobile phones in school and we expect that parents respect this. Where children are found to have a mobile phone with them they will be asked to take it to the school office and collect it at the end of the day. Parents will be contacted. Parents will be asked to come into school and collect a child's mobile phone should subsequent discoveries be made.

Suspension and Exclusion

The school follows the DfE and Warwickshire guidance. A copy is kept by the Headteacher and guidance is available on the Warwickshire website.

Only the Headteacher can make the decision to suspend or permanently exclude a pupil from school. Suspension or exclusion should not be decided in the heat of the moment although a rapid response can be made if there is immediate risk to the safety of others in the school or the pupil concerned. A decision to suspend or permanently exclude a child may be taken if:

- The pupil seriously breaches the school rules, expectations or behaviour policy in a violent way.
- A range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils or staff.

Suspension or permanent exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Headteacher will:

- Consider the evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary, consult others.

(See Suspension and Exclusion Policy)

MONITORING AND REVIEW

This policy will be constantly referred to and reinforced consistently. Experienced staff will mentor new colleagues. The effectiveness of the policy will be reviewed on an annual basis

Statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and home

The governing body of Binley Woods Primary School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 1

Possible questions to be used in restorative conversations:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?
- What was unusual about today's lesson?
- Why do you think things went wrong?
- What would make it easier for us to work together?
- What would make the next lesson go really well?
- Where do we go from here?
- Who could help us with next steps?
- If you had the lesson again, what would you change?

From Paul Dix (After the Adults Change - Achievable Behaviour Nirvana: 2021)

NB: Restorative conversations do not replace proportionate consequences. They will often happen after a reasonable consequence has taken place. The child needs to be regulated and able to reflect on the incident before having the conversation that will support them to return to a normal school day. Anger can also cloud children's accuracy in remembering events and this needs to be considered during such conversations with children.

Restorative Practise Script



Welcome

Thank you for coming. Are you still happy to be here? I am here to listen to you. I will not interrupt you when you are talking. I will not take sides. Are you happy to begin?

Information Gathering

Tell me in your own words what happened. What happened before that? What were you thinking / feeling? Tell me that again so I can get it 'right' in my head. Just so I don't miss anything, what happened before that? And what were you thinking / feeling? Thank you for telling me that. I really appreciate you trusting me enough to tell me how you feel.

The Ripple Effect

Now we need to think about who has been affected by what has happened. Who do you think has been affected? How do you think they have been affected?

Moving On

What do you feel you need to move on? What does that feel like, look like? How can we help?
Possibly: understanding, care, love, support, connection, trust, honesty, respect (use cards)

Restorative Agreement

What could happen now to repair the harm? What could you do?

Appendix 2

Positive Intervention Plan format:

Positive Intervention Plan

This plan is intended to support everyone in returning to calm stage as effectively as possible.

Pupil:

Date:

What works:

What to avoid:

	Behaviour	Staff interventions which work for this pupil
0	ALL CALM	
1	Low level behaviours	Supportive responses (calm and clear) eg
2	Med-High level behaviours e.g.	Limit setting responses <i>continue level one</i>
3	High – extreme/unsafe behaviours e.g.	
4	Crisis situation	Physical intervention

	Physical intervention only to be used where there is an immediate and present danger that cannot be de-escalated any other way.	JUDGEMENT re use of Physical Intervention Reasonable force may be used if a child is or about to: ❖ do an injury to self/others ❖ cause significant damage to property ❖ engage in behaviour prejudicial to good order and discipline ❖ commit a criminal offence REASONABLE, PROPORTIONATE, NECESSARY, BEST INTEREST OF THE CHILD
4	Recovery behaviours	Recovery responses •
5	Depression	Depression supportive handling responses •
6	Pupil ready to respond and communicate - Life Space Interview •	Follow up – Learn a Better Way •

Agreed by:

Pupil _____

Parent/Carer _____

School staff _____

Date _____