



Wheatcroft Community Primary School

‘Learn and Care’



Relationship and Behaviour Policy

Policy Statement

This policy is written for the benefit of all members of the school community. It allows all members to understand our principles and approaches to developing positive relationships and behaviour in our school and ensures it is applied consistently and fairly. The school community is defined as pupils, parents/carers, all members of staff, governors and visitors of Wheatcroft School.

Everything in this policy reflects our school motto ‘Learn and Care’ and our School Values and Ethos. It explains our relationship and behaviour expectations – our Code of Conduct. It also explains our Wheatcroft ‘Character Traits’ which are explicitly taught, modelled, recognised and celebrated to support our pupils in becoming happy, caring and responsible young people.

The Governing Body and all staff at Wheatcroft CP School understand that positive relationships and behaviours result from all members of the school community feeling valued, appreciated, understood and cared for. To support us in achieving excellent relationships and behaviour at Wheatcroft we utilise the THRIVE approach which is a whole-school approach to supporting the right-time social and emotional development of all our pupils.

Aims

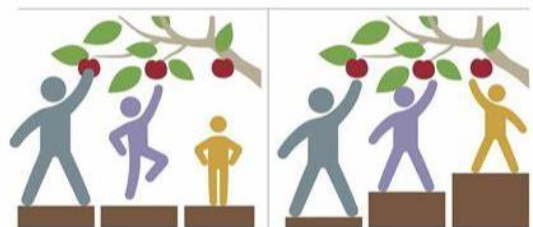
At Wheatcroft we aim to:

- create a happy, nurturing, inspiring, productive and safe environment in which all children can learn and develop as caring and responsible young people.
- establish excellent relationships between all members of our school community by displaying genuine care, trust and understanding to achieve the best possible outcomes for the children we serve.
- help our children to discover their interests, passions and talents while equipping them with the skills to be life-long learners and the motivation to be happy and productive members of society.

Principles

At Wheatcroft, we believe that to establish excellent relationships between all members of our Wheatcroft Community we must:

- communicate clearly and calmly.
- use positive language.
- set clear expectations.
- be entirely consistent in our approaches.
- praise in public and reprimand in private.
- collaborate and see ourselves as a team.
- support each other to reflect on our actions.
- focus on choice (explaining both positive and negative consequences).
- understand equality – different starting points means we all need different things to support us. (It doesn’t mean everyone getting the same.)
- praise the progress and journey of learning and children’s emotional development, not just the outcome.



- **We will never shout at children at Wheatcroft School.**

Responsibilities

All staff every day will:

- Meet and greet children on the gate/in the classroom. ("Good morning," "Nice to see you.")
- Model positive relationships and behaviours.
- Use positive language. ("Walk please" instead of "Don't run.")
- Plan and support learning that engages, challenges and meets the needs of all learners.
- Refer to the Code of Conduct and Wheatcroft Community Values regularly.
- Praise and celebrate the positive relationships and behaviours of others regularly.
- Communicate clearly, respectfully and calmly.
- Insist that everyone follows the Code of Conduct.
- Follow the 'Getting Back On Track Stages' consistently.
- Stand alongside colleagues to support, guide, model and show a united consistency to our children.

Senior Leaders will:

- Meet and greet children and their families on the gate at the beginning/ end of each day.
- Be a visible presence around school, especially at transition and lunch times.
- Celebrate anyone whose effort goes above and beyond through use of House Points, Positive Postcards, Merits, Lunchtime Tokens and praise directed towards behaviour and actions.
- Support everyone to follow the Code of Conduct through training/ assemblies/ meetings.
- Support staff when meeting with parents/carers to discuss relationships and behaviour.
- Support staff/ families to manage relationships and behaviours which are more complex or challenging.
- Support staff to design and implement individual relationship and behaviour plans, communicating and reviewing them with parents/carers.
- Utilise the support of external services when required.
- Ensure that children's and staff's mental health and well-being is supported.

Pupils will:

- Be safe - Make good choices and show integrity to keep ourselves and others safe.
- Learn - Work hard to help ourselves and others to learn.
- Care - Be respectful, understanding and compassionate to ourselves and others.
- Communicate with staff when they are struggling, need help or are worried about something.

Parents/Carers will:

- Ensure that children attend school punctually and regularly. (95% = good attendance.)
- Foster good relationships with school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school's relationship and behaviour expectations including rewards and consequences.
- Support any homework requests.

- Ensure contact with school to discuss matters which may affect a child's safety, health, progress, behaviour or happiness at the earliest opportunity.

Our Relationship and Behaviour Expectations

The aims of this policy will be met by all staff and pupils by following our 'Code of Conduct.'

All members of our school community have the right to:

- feel secure and safe.
- learn in a positive and productive environment.
- feel happy and be treated with kindness, respect and understanding.

<p style="text-align: center;"><u>Code of Conduct</u></p> <p style="text-align: center;">These are the behaviour expectations for all members of our school community.</p> <p style="text-align: center;">When a member of staff notices a pupil displaying this behaviour, they will thank them. This positive reinforcement will remind and encourage others to do the same.</p>		
Behaviours we expect to see...	What does this look like?	Why do we expect to see them?
<p style="text-align: center;"><u>Be safe</u></p> <p>Make positive choices to keep ourselves and others safe.</p>	<ul style="list-style-type: none"> • Follow the clear and reasonable instructions given by staff. • Move around school safely. • Use our bodies and language in a safe way. • Communicate with staff if you need help with being safe. 	<p>These things keep us and others safe which is our priority. If we are safe, we can learn.</p>
<p style="text-align: center;"><u>Learn</u></p> <p>Work hard to help ourselves and others to learn.</p>	<ul style="list-style-type: none"> • Attend school when well. • Arrive on time. • Engage in lessons by showing active listening and contributing. • Support others in their learning when listening and taking turns to contribute. • Be organised with equipment, letters, PE kit, returning books etc. • Communicate with staff if you need support to do these things. 	<p>These things help us and others to learn.</p>
<p style="text-align: center;"><u>Care</u></p> <p>Be respectful, understanding and compassionate to ourselves and others.</p>	<ul style="list-style-type: none"> • Use polite manners. (Please, Thankyou, Excuse me) • Listen when someone is talking to you. • Take it in turns to talk. • Use kind words and speak to each other respectfully. • Think about how our actions and words make others feel. • Communicate with staff if you need support to do these things. 	<p>As well as feeling safe, it is important we feel cared for. If we do these things, everyone in our school community will feel happy and be able to learn.</p>

Be positive and pass on a smile every day!

Our Approach to Recognition and Rewards

In addition to the Code of Conduct's Relationship and Behaviour expectations, we want to recognise, celebrate and share the positive effort, achievement and **Community Values** of others.

<u>Going above and beyond</u>	
Behaviours we might see...	How will this be rewarded?
<p>This might be in a piece of work, a lesson, series of lessons, when challenged or in any aspect of school life.</p>	
<p>Integrity "The quality of being honest and having strong moral principles." At Wheatcroft, we celebrate children being honest in their actions and in exploring who they are in a safe and secure environment.</p>	<ul style="list-style-type: none"> • Positive face-to-face interactions with pupils. • Sharing successes in another classroom or to another member of staff. • Positive face-to-face interactions with parent/carers. • Stickers on work/ clothing. • Positive phone call or Dojo message home. • House points – displayed collectively in classrooms and hall. (Not recorded individually.) • Positive Postcards linked to the Community Values • Merits and certificates – (Teachers to use their judgement and knowledge about a pupil to reward merits for outstanding contributions to school life. Merits are recorded on charts away from the view of children. Merit stickers given to children on clothing or on work.) • The Endeavour Cup
<p>Perseverance "Continued effort to do or achieve something, even when it is difficult or takes a long time." At Wheatcroft, we celebrate children investing their time and effort into overcoming challenges and bettering themselves.</p>	
<p>Courage "Mental or moral strength to venture, persevere and withstand fear or difficulty." At Wheatcroft, we celebrate children giving their best in the face of adversity, even where this may not result in success.</p>	
<p>Respect "Due regard for the feelings, wishes or rights of others." At Wheatcroft, we celebrate children's curiosity about the world around them and how their and other's feelings in a conscientious manner.</p>	
<p>Making good progress in a specific area (working hard on individual targets.)</p>	
<p>Completing homework tasks/ additional learning at home.</p>	

Making positive changes to our behaviour or attitudes.	<ul style="list-style-type: none"> • Pre-agreed differentiated rewards for SEND/vulnerable pupils • Lunchtime tokens • Whole class reward system (We're on track) (Used at Class Teacher discretion)
Showing real endeavour in any aspect of school life.	

Clear and Calm Communication

We always want our children to know that they are listened to and treated fairly. To help us discuss incidents where behaviour/ interactions have not met our expectations consistently, staff will use some of the following responses to **relate to and repair** with the children:

- I can see that you are (upset/angry) and I know that it doesn't feel good to feel that way.
- I understand that you are struggling to (be safe/learn/kind) and I am here to help you.
- I need you to (come with me/ follow my instructions) so I can keep you feel safe and we can get things back on track.
- I understand what you are saying but I want you to think about/ need us to focus on making a positive choice.
- Even though that happened, I still need you to...
- Thank you for explaining things. I have listened to what you said. Now I need you to come with me/ make a positive choice.

Reparation conversations

At Wheatcroft we believe in being honest with children about the consequences of their behaviour, how it impacts themselves and others and investing time in supporting children to reflect on this. By doing so, we aim to give children the insights, experiences and tools to help them make more positive choices in the future.

When a reparative / restorative conversation is taking place, the objective of the conversation is to establish opportunities for all parties involved to **get back on track** by allowing all sides of a story to be explored. To support in doing this, conversations that are more formal may be needed. This will be facilitated by an adult, who will use questions from the list below to shape and structure the conversation. The questions are designed to allow the child to be heard and to take responsibility when required.

- What happened?
- What have your thoughts been since?
- What are your feelings about what happened?
- Who has been affected by what happened?
- How have they been affected?
- What next steps do you feel should happen?
- What can you do to help with the next steps?

If appropriate, children will meet together (with the support of an adult) to discuss things that have gone wrong. Hearing how another child feels is a powerful and natural consequence. In these situations, an adult will only begin the conversation if all members are calm, ready and agree to talk.

Reflection – What does this look like at Wheatcroft?

Our reflection space is in a central location in school – the Year 3 classroom. A member of the Senior Leadership Team attends this every lunchtime. Sometimes children are sent to reflect by School Staff when their behaviour has not met our expectations. They are only asked to go and reflect at lunchtime when following the 'Getting Back On Track Stages' has not been successful or if they need a safe space away from the playground to resolve an immediate **rupture**. During the reflection, the children have a conversation, supported and facilitated by the member of SLT present. They talk about what went wrong, how others might have been impacted and how they can make positive choices/changes in the future. They are also given time to think about everything that has been discussed. Children are allowed to choose to come into the reflection space if they are feeling overwhelmed at lunchtime. Sometimes they want to have a conversation about how they are feeling. Sometimes they just want to come to a calm space to take some time before going back outside.

If a child is sent to reflection by a Class Teacher due to their behaviour during learning times, parents will be informed by the Class Teacher who sent them. When a child is sent at lunchtime to resolve an immediate rupture, the member of SLT in reflection will use their discretion to determine whether parents need to be contacted or not.

Our Approach to Managing and Modifying Behaviour that does not meet our Expectations

Ensuring all children are safe, learning and happy is always our priority. For the vast majority of children, a gentle redirection or reminder in the right direction is all that is needed to get them back on track.

When necessary, staff will move through the 'Getting Back On Track Stages.' Children are offered support and are given chances to make better choices at each stage. These stages will be followed when a child is:

- being unsafe (swinging on a chair, running inside, swinging items).
- refusing to engage in a lesson by not listening or contributing.
- distracting others from their learning in any way (by talking inappropriately or at the wrong time).
- refusing to complete work.
- being disrespectful to others.

For more serious misconduct, working through the stages is not appropriate. Sometimes children will be given individual behaviour plans/ resources to support them in their relationships and behaviour. Parents/carers will be informed and consulted in these instances.

<u>Getting back on track Stages</u>	
Stages	What does this look like? What will be said?
Redirection	Positive reinforcement of other children. (Name) thank you for ... listening so well/ sitting so safely etc. A visual cue to the child to help them make a good choice. This could include a look or a gesture.

Stage 1 – Reminder	<p>The adult makes the child aware of their behaviour and gives a reminder of the expectations (delivered privately wherever possible). The child is given the opportunity to communicate with staff and time to make the right choice (relatively quickly).</p> <p>I notice you chose to ... This is a reminder that we need to (be safe /be ready to learn /be caring). Is there anything I need to know about why you are making this choice? You now have the chance to make a better choice. Thank you for listening.</p> <p>The child's behaviour is praised when it is positively changed.</p>
-------------------------------	---

Stage 2 – Warning	<p>If the behaviour persists: A clear verbal caution is given to the child (privately wherever possible) making them aware of their behaviour, the fact they have been given a reminder and clearly outlining the consequences if they continue. Children will be reminded of their positive previous conduct to prove that they can make positive choices.</p> <p>I notice you are still choosing to... I have already given you a reminder about this and the chance to tell me if I can help. If you continue to... you will need to have some time in a different space and you will also need to speak to me about your choices in your own time. I know you can do this; do you remember when you (example). I need you to make the right choice now. Thank you for listening.</p> <p>The child's behaviour is praised when it is positively changed.</p>
------------------------------	---

Stage 3 – Change of space	<p>If the behaviour persists: The child is asked to go to a different space in the classroom to complete their work (possibly a carpet space for our younger children but not Key Stage 2 children). A space outside of the classroom may also be used (corridor if possible) to help them change their behaviour if there are no safe or convenient spaces available. This may be into another classroom. Again, they are reminded of their previous positive conduct/ attitude/ learning.</p> <p>I notice you are still choosing to... I need you to go and sit... I will come back and speak to you in (10 minutes*) I know that you can make good choices. We need to get you back on track with your learning.</p> <p>*The time needed for every child will flexible.</p> <p>The child's behaviour is praised when it is positively changed.</p>
--------------------------------------	---

<p>Stage 4 –</p> <p>Consequence</p> <p>(Reflection with SLT at lunchtime and reparative work completed if needed)</p> <p>Class Teachers will record the incident on CPOMS and parents will be contacted.</p> <p>SLT will complete the log by adding an action where deemed necessary.</p>	<p>If the behaviour persists, escalates or if the child refuses to move to a different space then the child may be removed from the classroom by SLT. The child will then complete their work outside of their classroom. The child will attend a lunchtime reflection with a member of SLT when the behaviour will be discussed and the Code of Conduct will be revisited.</p> <p>If any of the following behaviours are displayed, no reminders or warnings will be given. The child will automatically complete a lunchtime reflection and have a reparation conversation with SLT.</p> <ul style="list-style-type: none"> - Running away from an adult - Sexist/ racist / homophobic/ discriminatory comments - Intentional spitting - Swearing - Physical/ verbal aggression or intimidation - Serious fall outs / fighting - Disrespect towards peers - Disrespect towards an adult - Theft (school or personal property) - Deliberate damage to property (school or personal property) <p>Depending on the severity of the behaviours shown, the consequence may be that the child is asked to work in a safe space (The SNUG) away from their peers until ready to transition back into universal provision or a fixed term suspension may be applied. This decision will be made by the Headteacher or the Deputy (in event of the Headteacher's absence) following an investigation into the incident.</p>
--	--

<p>Stage 5 –</p> <p>Serious misconduct</p> <p>Fixed Term Suspension or Permanent Exclusion logged on Bromcom and CPOMS and Governors informed</p>	<p>If a pupil displays any of the behaviours shown below, the consequence may be a fixed term suspension or permanent exclusion. This decision will be made by the Headteacher or the Deputy (in event of the Headteacher's absence.)</p> <ul style="list-style-type: none"> - Repeated refusal to follow instructions leading to concerns around the child's safety. (All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.) - Repeatedly and intentionally disrupting the learning of others. - Repeated deliberate, damaging or destructive behaviour. - Theft (school or personal property) - Repeated sexist/ racist/ homophobic/ discriminatory comments. - Repeated verbal abuse/ aggression/ threatening behaviour. - Physical intimidation. - Use or threat of use of an offensive weapon or dangerous object. - Physical assault against a pupil or adult. - Sexual misconduct. - Any form of bullying. - Leaving the school site without permission.
---	---

Suspensions and Exclusions

For very serious offences, the Head Teacher will consider suspension/ exclusion in line with statutory guidance. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where

suspensions are becoming a regular occurrence for a pupil, the Head Teachers will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

In the event of a suspension or permanent exclusion, parents will always be informed at the earliest opportunity and the reasons for the suspension/exclusion will be discussed. A reintegration meeting will be arranged to support the child back into school. In this meeting the Code of Conduct and Getting Back On Track stages will be reviewed. Children, parents/carers and at least one member of SLT will attend the meeting.

Beyond the school gates

The Governing Body strongly believes that for pupils of primary school age, it is their parents' responsibility to ensure that they are well-behaved during out of school hours including on their way to and from school. Whether to discipline children regarding their behaviour outside the school gates is at the Headteacher's discretion (or of staff authorised by the Headteacher) in conjunction with DfE guidance. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Bullying - See Anti Bullying Policy

Bullying of any kind is unacceptable at Wheatcroft School. Bullying is a form of child-on-child abuse. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Bullying is deliberate and repeated. Bullying intends to hurt someone through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or emotional harm. Bullying can happen in person or online, via various digital platforms and devices. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved.

Bullying is not:

- single episodes of social rejection or dislike
- single acts of aggression or intimidation
- mutual arguments, disagreements or fights.

How do we prevent Bullying at Wheatcroft School?

We use a range of strategies to prevent bullying. As and when appropriate, these include:

- talking regularly about our school Code of Conduct and our relationship and behaviour expectations.
- celebrating and rewarding kindness and compassion
- explicitly teaching our Wheatcroft Community Values and revisiting them regularly.
- exploring stories about bullying.
- discussing bullying and its impact on others in assemblies.
- exploring role-play scenarios.

- having discussions about bullying and why it matters through the teaching of our PSHE curriculum.
- explicitly teaching the varying forms of bullying.
- reviewing and updating policies frequently.
- training staff in these policies and monitoring their effectiveness.
- listening to and speaking to children and their families about their experiences at school.
- supporting national Anti-Bullying campaigns.

Searching Pupils

Head Teachers and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where they suspect that the pupil may have a banned item including;

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

or any article that the member of staff reasonably suspects has been, or is likely to be used to:

- commit an offence
- cause injury or damage to themselves or others
- any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not possible to summon another member of staff.

Invitation to attend school clubs

Attendance at Wheaties (before / after school provision) and extra-curricular clubs is open to all pupils. The same relationship and behaviour expectations we insist upon during the school day are also expected at all clubs. Attendance will be prohibited to any pupil who does not follow our Code of Conduct. (Please see the Wheaties Policy.) In addition to this, pupils selected to represent Wheatcroft School at extra-curricular events (sporting fixtures and competitions) must demonstrate that they consistently follow our school Code of Conduct.

Procedure in the event of a child running away from an adult or refusing to come inside

If a child runs out of class/the building or refuses to come inside after break/lunchtime and does not respond to requests to return, staff will allow a period of no longer than 15 minutes for the child to return. Staff will not chase children as this may cause them to run into further danger but will observe from a distance. Staff should endeavour to take a walkie-talkie with them. After 15 minutes, if the child still does not return, parents will be called and asked to come to school. Parents will only be called as a last resort once all other strategies have been exhausted: for example, inviting the child into a different area of school to talk about their worries or concerns.

Once in a safe place, the child will be expected to discuss the incident/ plan to solve any issues together with staff/parental support before returning to their learning. If they are unable to return to their learning, additional time will be given to the child to support them in regulating and ensure a successful transition back into universal provision. In some instances, a child may be asked to work in a safe space (The SNUG) away from their peers until they are ready for this transition. Or in more serious circumstances, a fixed-term suspension will be applied.

If a child leaves the school site, the police and the parent/carers will be contacted immediately for the safety and well-being of the pupil. As long as it is safe to do so, a member of staff (two if possible) will follow and observe the child from a distance until further assistance arrives. That member of staff should endeavour to take a mobile phone and keep school informed of the safety of all parties.

Restrictive Physical Intervention

In some exceptional circumstances, it may be necessary for staff to use **reasonable** minimum force to physically hold a child to care for them in certain limited and defined situations under Section 93 of the Education and Inspections Act 2006. This act enables staff to use reasonable force to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any person (including the pupil).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

If a pupil has been physically held to care, parent/ carers will be verbally informed on the day. All incidents which require the use of restrictive physical intervention will be reported to a member of the Senior Leadership Team and a log of the incident recorded on CPOMS. Key members of staff have been trained in positive handling.

This course of action is only used as a **last resort** after all other strategies have been exhausted. Reasonable force, restraint, restrictive physical intervention or holding to care **must never** be used as a form of punishment. It is always unlawful.

This policy should be read in conjunction with the Restrictive Physical Intervention Policy and the Safe Touch Policy 2022. All school staff have been trained with regards to what constitutes 'safe touch' and in what circumstances it may be necessary to physically care for a child.

Equality

Every member of our school community is expected to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010, and we welcome our duties under the Equality Act 2010 to eliminate discrimination. As a school, we celebrate differences and support each other so that everyone can reach their full potential, regardless of disability, ethnicity, gender, religion, belief and sexual identity. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments will be recorded on an individual relationship and behaviour plan or an Individual Learning Plan, outlining the provision needed for a particular individual. This may include a reduced timetable, additional resources/support.
- A reduced timetable may be put in place after consultation with parents/carers and this is always reported to Governors. The aim is for these children to return to full time provision

as soon as possible. Reduced timetables are reviewed at regular intervals to assess progress towards returning to full time education. The LA will be notified by the school when reduced timetables are in place.

- A risk assessment on prior behaviours may result in pupils being restricted from attending after school provision, extra-curricular activities or off-site educational visits.
- “Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil’s personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.” (DfE, 2022).

Supporting Pupils with SEND

For some pupils, particularly those with SEND, their behaviour can be a form of communication and the meaning behind this communication might not always be clear. Children who display negative behaviours indicate that they need further help and support with emotional development and self-regulation. Negative behaviours can often be driven by current or past trauma, attachment difficulties, sensory issues, anxiety or not feeling safe and secure. Some children may have missed key developmental and learning opportunities throughout their childhood and may require emotional understanding skills to be taught explicitly to help them to manage their feelings and behaviours better. (See Wheatcroft School Thrive Policy – November 2023.)

At Wheatcroft CP School, all pupils identified with a Special Educational Need or Disability are placed on the SEND register and the class teachers produce a termly Individual Learning Plan (ILP) in consultation with the SENCO. Teachers need to use the ILPs to understand what works and doesn’t work for each child. For example, it would not be appropriate for a child with ADHD, who requires additional movement breaks, to have their playtime restricted. If it needed to be restricted for the safety of other pupils, additional movement breaks would need to be planned.

Some pupils benefit from the use of a 5 - point scale. These scales help pupils to identify changes in their emotional state. It details what it may look and feel like to themselves and others and identifies a plan of action for what to do at each point of the scale (1 being happy and settled, and 5 being out of control). Again, these are developed in consultation with the school SENCO and are shared with children and parents. Some parents choose to adopt similar scales at home where this works well.

Parent/ Carer Concerns

If a parent/ carer is not satisfied with the way their child has been sanctioned, then they should take the following action:

- Contact the child’s teacher - either via Dojo or by calling the school office.
- Arrange an appointment with the teacher.
- Arrange an appointment to meet with a member of the Senior Leadership Team/ Head teacher

If, after talking with teachers and/or the Head teacher, parents/carers are still not satisfied, they should contact the Chair of Governors.

Supply Teachers/Staff

Supply teachers/staff will be expected to have read and understood this document in its entirety prior to undertaking practice at Wheatcroft CP School. To support in successful application and delivery of this policy, Supply Teachers/Staff working at Wheatcroft CP School will be given a copy of the Relationship and Behaviour Policy Summary.

Accountability

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Implement the school Relationship and Behaviour policy and keep the Governors updated.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term suspensions and/or permanent exclusions to individual pupils.

Governors

The Governing body has the responsibility of approving this policy and establishing overall aims on standards of discipline and behaviour, as well as reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy.

Related Policies and Documentation

- Safeguarding Policy for Wheatcroft
- Code of Conduct
- KCSIE (Keeping Children Safe in Education)
- SEND Policy
- Safe Touch Policy
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive Physical Intervention (RPI) to Care for Pupils School Policy 2022
- Home School Agreement
- Parent/Carer Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Wheaties Policy
- THRIVE policy
- Staff Mobile Phone Policy
- Relationship and Behaviour Policy Summary

Relationship and Behaviour Policy written and prepared by:			
Annika Kirby (Deputy Head) and Mariana Glass (Safeguarding and Inclusion Lead)			
Review frequency	Annually or when procedure requires it.	Last Reviewed	September 2024
		Next review date	Autumn 2025
Approved by Governors	September 2022 (Updated v. 11.05.23) (Updated v. 20.10.23) (Updated v. 30.11.23) (Updated v. 11.9.24)	Shared with parents and on website	30/09/2022 (Updated v. 12.05.23) (Updated v. 20.10.23) (Updated v. 30.11.23) (Updated v. 11.9.24)