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 supports a consistent and fair application. 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 'Community Values' 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.

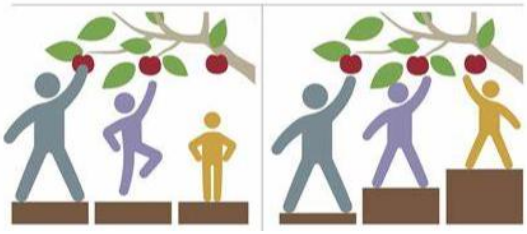
Aims

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 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.

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, Certificates, Positive messages sent home 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.
- Support families to ensure pupils attend school punctually and regularly.
- Ensure that children's and staff's mental health and well-being is supported.

Pupils will:

- Be safe - Make positive choices 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 to 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.
- Make contact with school to discuss matters which may affect a child's safety, health, progress, behaviour or at the earliest opportunity and communicate with staff respectfully.

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.

Code of Conduct

These are the behaviour expectations for all members of our school community.

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.

Behaviours we expect to see…	What does this look like?	Why do we expect to see them?
Be safe Make positive choices to keep ourselves and others safe.	• Follow the clear and reasonable instructions given by staff. • Move around school safely. • Use our bodies and language in a safe way. • Play safely. • Communicate with staff if we need help with being safe.	These things keep us and others **safe** which is our priority. If we are safe, we can learn.
Learn Work hard to help ourselves and others to learn.	• Attend school when well. • Arrive on time. • Engage in lessons by showing active listening and contributing. • Complete work to the best of our ability. • Complete homework to the best of our ability. • 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 we need support to do these things.	These things help us and others to **learn**.
Care Be respectful, understanding and compassionate to ourselves and to others.	• Use polite manners (Please, Thankyou, Excuse me). • Listen when someone is talking to us. • 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 we need support to do these things.	These things help us to **care** for others and feel **care**d for.

	• Treat others how we would like to be treated.	
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.

Going above and beyond	
Behaviours we might see... This might be in a piece of work, a lesson, series of lessons, when challenged or in any aspect of school life.	How will this be rewarded?
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.	• 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. (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 • The Caring Cup • Pre-agreed differentiated rewards for SEND/vulnerable pupils • Lunchtime tokens
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.	
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.	
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.	
Making good progress in a specific area (working hard on individual targets.)	
Completing homework tasks/ additional learning at home.	

Making positive changes to our behaviour or attitudes. Showing real **endeavour** in any aspect of school life.	• Whole class reward systems (extra playtime or reward used at a member of staff's discretion.) • Special recognition assemblies where parents are invited.

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, 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 feelings and perspectives 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 children 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 mean at Wheatcroft?

'Reflection' at Wheatcroft consists of a conversation about a situation/incident and then time to reflect on that conversation. If appropriate, reflection time can be used to help repair a relationship by making apologies either verbally or in written form. A 'reflection' can happen in different places in school and is usually held with a member of the senior leadership team. Sometimes children are asked to attend reflection when their behaviour has not met our expectations. They are asked to **reflect** at lunchtime when attempts to follow the 'Getting Back on Track Stages' have not been successful or if they need a safe space away from the playground to help them calm or to resolve a conflict with a peer. During the reflection, with the support of an adult, 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.

If a child is being asked to attend reflection frequently, due to their behaviour during learning times or social times, parents will be contacted by their child's Class Teacher in the first instance. When appropriate, for pupil's who need additional support in following the Code of Conduct, a communication agreement will be made between a class teacher and a child's parents/carers. This might include home schoolbooks, dojo messages, phone calls and an agreement on how regular this communication to support a child's relationships and behaviour will be.

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 most 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 or throwing 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, by making excessive noise etc).
- refusing to complete work.
- being disrespectful to others.

For more serious misconduct, working through the stages in 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.

Getting back on track Stages	
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**	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). 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 get back on track. Thank you. The child's behaviour is praised when it is positively changed.

Stage 2 – **Warning**	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. 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. The child's behaviour is praised when it is positively changed.

Stage 3 – **Change of space** This is a supportive strategy and will only be used if an adult is available to support and supervise	If the behaviour persists: The child is asked to go to a different space within the classroom or to work elsewhere in school (if there is an adult available to support and supervise.) Because 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. *The time needed for every child will flexible. The child's behaviour is praised when it is positively changed.

Stage 4 – **Consequence** **(Reflection at lunchtime and reparative work completed if needed)** Class Teachers will record incidents on CPOMS and parents will be notified as appropriate. SLT may complete the CPOMS log by adding an action where necessary.	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 attend a lunchtime reflection. The child will then complete their work outside of their classroom or during reflection. The behaviour will be discussed and the Code of Conduct will be revisited. If any of the following behaviours are displayed, no reminders or warnings will be given. The child will automatically complete a lunchtime reflection, have a reparation conversation with SLT and parents will be informed. • **leaving the classroom without permission** • **running away from an adult** • **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)** • **disruption to learning and refusal to complete work or engage in learning** Depending on the severity of the behaviours shown, the child may be asked to work away from their peers until it is deemed they are ready/safe to be back in class.

Stage 5 – **Serious misconduct**	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 Head teacher or the Deputy (in event of the Head teacher's absence.) The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion: • **physical assault against a pupil** • **physical assault against an adult**

Fixed Term Suspension or Permanent Exclusion logged on Bromcom and CPOMS and Governors informed	**• verbal abuse or threatening behaviour against a pupil** **• verbal abuse or threatening behaviour against an adult** **• intentional spitting** **• use, or threat of use, of an offensive weapon or an object that has been weaponised** **• bullying including cyber bullying** **• racist abuse** **• abuse against sexual orientation or gender reassignment** **• abuse relating to disability** **• 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)** **• sexual misconduct.** **• leaving the school site without permission.**

Suspensions and Permanent Exclusions

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. 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. It is important that during a suspension, pupils still receive their education. The headteacher will take steps to ensure that work is set and marked for any pupils during the first five days of suspension.

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 and the length of the suspension will be discussed. If applicable, this information will also be shared with the pupil's social worker or with the Virtual Head. This will be followed up in writing that includes further details about parents' rights and the expectations placed on them. 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.

The total number of days that a pupil is suspended will be closely monitored to ensure that it does not exceed the maximum permitted number of days in a school year (45 days).

Beyond the school gates

For pupils of primary school age, it is parents/carers 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.

Bullying behaviours are not always proven or witnessed but accusations of bullying will always be investigated. Where there has been an accusation of bullying leading to an investigation, all parents/carers will be informed. Following any investigations and communication with parents/carers, consequences/support will be determined at the discretion of the Head teacher or Deputy in the Head teacher's absence. Close monitoring will continue and communication between school and parents/carers will be ongoing.

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, where they have reasonable grounds to suspect that the pupil may have a prohibited item including;

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy.

If the member of staff still considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Searches will be conducted in line with statutory guidance Searching, screening and confiscation in schools - GOV.UK.

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 10 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 10 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 support them in regulating and ensure a successful transition back into school. In some instances, a child may be asked to work in a safe space away from their peers until they are deemed to be ready. 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 as soon as possible for the safety and well-being of the pupil. As long as it is safe to do so, two members of staff will follow and observe the child from a distance until further assistance arrives. That member of staff must take a mobile phone and keep school informed of the safety of all parties.

Restrictive Interventions

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 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. 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.

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 movement breaks need to be restricted for the safety of other pupils, additional movement breaks would be planned.

Some pupils benefit from the use of a personal 'Zones of Regulation' plan. These plans support 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 when experiencing the emotions in each Zone. These are developed in consultation with the school SENCO and are shared with children, parents/carers. Some parents/carers choose to adopt similar plans 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 are expected to read and understand 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
- Home School Agreement
- Parent/Carer Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Wheaties Policy
- Staff Mobile Phone Policy
- Relationship and Behaviour Policy Summary

Relationship and Behaviour Policy written and prepared by: Annika Kirby (Acting Head), Mariana Glass (SENCO) and Ollie Levett (Deputy Head)			
Review frequency	Annually or when procedure requires it.	**Last Reviewed** **Next review date**	June 2026
Approved by Governors	June 2026	**Shared with parents and on website**	June 2026