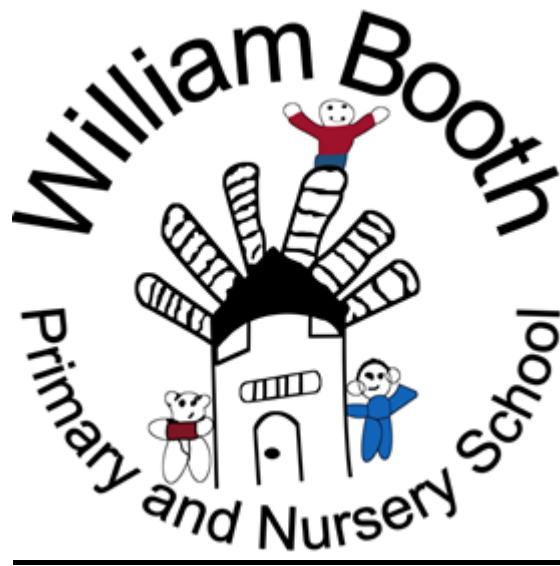


WILLIAM BOOTH PRIMARY SCHOOL

BEHAVIOUR & RELATIONSHIPS POLICY



A POSITIVE APPROACH TO GOOD BEHAVIOUR

Reflective practice and Restorative approaches, built on the foundations of strong Relationships

September 2026



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Aims, Approach and Rules

Why a focus on behaviour?

The school's behaviour policy aims to promote an environment where everyone feels happy, safe and secure in an ethos of learning, mutual support and respect. This is a collaborative effort between staff, parents/carers and pupils.

Each letter of the word **BELIEVE** is linked to our core values.

Be kind

Earn respect

Live responsibly

Include others

Embrace others

Value difference

Experience life

The BELIEVE values are about our pupils being the best people that they can be. We also want our children to develop our four learning GEMS, to become outstanding learners who can succeed in life:

G **R** **I** **T**

E **F** **F** **E** **C** **T** **I** **V** **E**

M **O** **T** **I** **V** **A** **T** **E** **D**

S **W** **I** **T** **C** **H** **E** **D** **-** **O** **N**

being determined in the face of challenge or adversity

knowing how to learn and using strategies to do so

having high aspirations and expectations

being ready to learn, focused and alert

Put together, we hope that all of these attributes will make our children grow into people that feel good about themselves, and capable of making a contribution to the world around them. And good behaviour in school is a key way of enabling all of this to happen.

What do we do to encourage and ensure good behaviour?

First and foremost, we do what works.

But we recognise that what works can be very different in different situations, with different cohorts and with different children. Our aims and values must remain constant throughout, and we must pay due regard to the principles of fairness and consistency. But we must also be flexible in order to maximise our effectiveness. For this purpose we place a high premium on **Reflective** practice. We trust and expect staff to use their professional judgement, and to be proactive and reflective when dealing with behaviour, whether this be at a whole-school, class or individual level.

As part of our Reflective practice, we also use a **Restorative** approach. The aims of this approach are to ensure that negative behaviour is dealt with in a way that fosters meaningful understanding for children involved, and real motivation to change those behaviours in the future. Again, exactly how these principles are applied will depend on the children involved, the situation and the capacity. But as a guide we can identify three phases that are required for our restorative work to be effective:

REGULATION	<i>children must be regulated before they can engage in meaningful dialogue or intervention</i>
REFLECTION	<i>children must be supported to reflect on situations, their feelings and actions and the impact of these on others</i>
RESOLUTION	<i>there needs to be resolutions – ideally identified collaboratively - to any situations or incidents that have occurred, which serve the purpose of reducing the chances of similar behaviours in the future</i>

All of our work with behaviour is built on the foundations of high quality **Relationships**. We believe that positive relationships are essential for all of our pupils; to create the right culture and environment; to give children the confidence and security to learn and develop; and to support any children who are dealing with trauma or severe challenges in their lives. The focal point is to develop these relationships between staff and pupils, but they must also extend to parents, carers, families, colleagues, external professionals and right across the school community. Our efforts to build relationships, both with pupils and within cohorts, are strongly advanced by our Coaching Time program, which takes place several times every week throughout a child's entire time at William Booth School.

What are the school rules?

Everyone in the school community needs to agree to three basic rules, which provide clarity about what we expect. This is to enable our BELIEVE values and support our approach to behaviour.



WILLIAM BOOTH
PRIMARY & NURSERY SCHOOL

OUR RULES

OUR AGREEMENT

- 1) WE ARE SAFE**
- 2) WE ARE RESPECTFUL**
- 3) WE ARE CO-OPERATIVE**



The Role of Adults

Leadership and Monitoring

Senior Leaders, the Governing body and Transform Trust have high expectations of behaviour and are consistent and persistent in their resolve to foster and maintain a positive environment where all pupils can feel safe, happy and able to learn. These efforts are delivered through: strategic management; careful review of qualitative and quantitative data; and driving the implementation of best practice. Staff in school should feel supported and empowered by senior leaders when dealing with behaviour. Senior Leaders should be visible, proactive and responsive.

All senior leaders take responsibility for leading on behaviour and working collaboratively with each other and all colleagues to promote the best practice possible. These efforts are further complimented by the SENCO, Senior Safeguarding Lead and Behaviour Lead TA, who work closely together and review practice and provision – both across school and for individual pupils – on a half-termly basis.

Staff

We are blessed with dedicated and experienced staff who all bring their own individual attributes to managing behaviour, but share the common set of values and key approaches outlined in this policy.

All new staff receive specific training relating to the school's behaviour policy and it constitutes an essential element of CPD, particularly for those at the early stages of their career, but also for all staff in an ongoing process of reflection and improvement. CPD is regularly provided at a whole school level through staff meetings and inset day sessions, but is complimented by bespoke support to address any emerging areas of need.

Staff contribute to shaping behaviour policy and practice and class teachers take responsibility for building learning environments that suit the needs to the cohorts they are working with. All staff set out to balance the principles of meeting individual needs with the importance of maintaining high standards of behaviour for all. Staff apply judgement when dealing with complex situations, whilst also knowing when to use robust systems (e.g. for incidents of prejudice behaviour). All staff look to work collaboratively with parents and carers.

Vulnerable Pupils and SEN

Under the Equality Act (2010) and the SEND Code of Practice (2015) the school has a legal duty to meet the needs of vulnerable pupils and those with special educational needs. This legal obligation is in alignment with the school's stated values and it's focus on inclusive practice, which has been recognised as an Area of Excellence through external review.

The school provides additional support for pupils during transitions into school (whether out of year or at the beginning or FS2), as well as for any pupils requiring reintegration after a school suspension. Such plans and provisions relate to individual pupils and are also covered in more detail in the school's SEN policy.

Parents, Carers and External Professionals

The school works collaboratively with parents and carers, so children receive consistent messages at home and at school about how to behave.

- The Behaviour Policy is provided to parents and carers at admission. We expect parents and carers to read our rules and systems and to support us in our values and principles.
- We expect parents and carers to support their child's learning and to co-operate with the school.
- We try to build a supportive dialogue between the home and the school: we endeavour to be clear with parents and carers about the positive and negative aspects of their child's behaviour and where there are concerns to engage in open conversations that are solution focused.
- All parents, carers and children are asked to sign a home school agreement each year. This is a contract between home and school which sets out clear expectations about the ways in which school and home should work together.

The school looks to maximise the opportunities to benefit from external collaboration, both contributing to and learning from the sharing of good practice. This can happen within Transform Trust, with schools outside the Trust, and with professionals from relevant specialist agencies (e.g. Ed Psych service, Autism Team, BST). Any external professionals working directly with children or families are expected to adhere to the BELIEVE values and the principles of this policy, and to apply specific school behaviour systems where appropriate.

Rewards and Consequences

How do we recognise good behaviour?

The focus in school is on positive, proactive and effective behaviour management strategies at a whole-school level and for specific pupils. The gold standard is to have children who have developed our BELIEVE values at an intrinsic level: children who behave because it is the right thing to do, for themselves and those around them. But we recognise that tangible rewards can be a valuable and important way to support children on that journey, and where consequential learning is advantageous we think that positive reinforcement is the preferable option.

The school praises and rewards good behaviour (see Green Behaviours in Appendix 1), in a variety of ways:

- Staff congratulate children and they are given praise or rewards, for: demonstrating our BELIEVE values; demonstrating our 4 GEMS (Grit,

Effective, Motivated and Switched-On); consistent good work; following school rules and general positive behaviour. They are used to look at the positive ways in which a child behaves and NOT by drawing attention to negative behaviours or attitudes.

- Each week, a child or children from each class are 'William Booth Stars of the Week'; receiving a star of the week sticker, certificate and congratulations in assembly. During this assembly, the children's achievements are celebrated whilst reinforcing the school's expectations and policy. These rewards are always linked to one of our Learning GEMS.
- All classes also participate in our Golden Book Assembly every few weeks – on these occasions children may be put forward by the class teacher for demonstrating excellent conduct in relation to one of our BELIEVE values.
- School does not operate a whole-school rewards policy. Instead, teachers are given the autonomy to develop systems that are effective for the cohorts they are working with. This approach recognises that different age groups and different cohorts respond to different incentive systems, and so giving teachers the flexibility to tailor rewards ensures maximum effectiveness. It also enables reward systems to be regularly adapted to respond to developing needs and remain fresh and exciting.
- We believe that praise and recognition shared between home and school are an essential form of recognition and a key stepping stone in moving from external tangible rewards towards intrinsic motivation. Therefore, we endeavour to ensure that positive behaviour is regularly acknowledged and praised, through good communication with home and particularly our Class Dojo system.

How do we respond to negative behaviour?

Notwithstanding all of the above, at William Booth we realise that negative consequences are an important part of fostering good behaviour. When dealing with any negative behaviour that has occurred, the Resolve stage will often involve setting a consequence – where possible but not always necessarily – collaboratively with children and/or parents and carers. Such consequences can:

- Have restorative value for the children concerned
- Prevent further negative behaviour from being experienced by others
- Help to maintain the principle of fairness, which children value greatly

We employ a number of consequences to support the school rules, in order to ensure a safe and positive learning environment. We implement each consequence appropriately to each individual situation. **We recognise individuals have different needs so professional judgement always ensures a flexibility of response.** However, Appendix 1 gives an indication of different behaviours that might be dealt with and possible consequences for those behaviours.

If a child chooses to break a school rule then this can lead to a restorative process which will involve a resolution. Part of this resolution may be apologising or 'putting right' situations that children have created. Part of it may involve completing missed school work. Part of it may involve missing breaks or lunchtimes (this would

normally increase in 5 minute intervals and be determined by the original behaviour and the quality of the Reflection).

For certain behaviours (e.g. bullying or prejudice behaviours) there are clear consequence ladders that are documented and planned for in a specific behaviour log.

An adapted consequence procedure is used at break and lunch times (see appendix 2).

The school does not believe in the use of whole-class consequences, as they undermine the principle of fairness and in effect 'punish' pupils who have been behaving well.

For extreme behaviours, (see Orange and Red Behaviours in Appendix 1), such as fighting, swearing or open defiance, senior members of staff provide immediate support. On such occasions the loss of all privileges will be considered as an appropriate consequence for a fixed period and parents/carers will be informed. All Teaching Assistants, Teachers and senior staff have the authority to determine such consequences, although this will generally be done in consultation with colleagues, and for more significant consequences involve a member of the senior management team.

B.I.P's and After-school Detentions

If a child's behaviour (Years 3-6), is deteriorating then school may initiate a Behaviour Improvement Process (BIP for short):

1. The need for a BIP is agreed. This could be from observations by staff, observations from parents/carers or from behaviour data.
2. School professionals set the length of the BIP (usually 10 days but can be shorter or longer). Date for potential after-school detention is also set (should be final day or day after the last day of the BIP).
3. School will discuss with parent/carer, face-to-face or by telephone if necessary to explain situation. A letter will be issued confirming details of conversation.
4. A report card will be completed every day, usually against specific targets.
5. If the BIP is successful school will notify parent/carer that after-school detention is cancelled. If not, and behaviour has not improved sufficiently, then 1 hour after school detention will be served by pupil. DfE guidelines are clear that parental support for these consequences is expected as a result of the child attending the school – however, as long as sufficient notice is given their consent is not required.

School has the right to issue after-school detentions in other circumstances, but will always endeavour to do so in a collaborative manner with parents and carers.

Other Important Issues

Bullying

The harm caused by bullying is well-established and so a zero tolerance approach is applied to all forms of bullying. Further details about our approach are found within the Anti-Bullying Policy.

School recognises that a lot of bullying now takes place online, and we can and will take action in relation to this. Experience tells us that social media platforms create large amounts of problems for children – and are extremely difficult for parents and carers to adequately supervise, so we always advise that the age restrictions on these platforms (generally 13 years of age) are adhered to.

Child-on-Child Abuse

Incidents of child-on-child abuse require a very specific, careful and thought out approach. For more details please see the relevant section of the school's Safeguarding Policy.

Prejudice or Discriminatory Behaviours

The school has specific protocols and recording systems for dealing with any prejudice driven behaviours:

- All incidents are treated seriously, regardless of context.
- All incidents are logged and these records are reviewed regularly.
- Appropriate actions (including as necessary direct work and escalating consequences), are taken following every incident and parents/carers of both victims and perpetrators are informed on every occasion.

See the school's Anti-Bullying Policy and Equality Policy for more details.

Behaviour Outside School

Teacher and all staff have a statutory authority to discipline pupils for negative behaviour – and this can include behaviour outside of school. Bad behaviour – especially but not only bullying - which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school can result in consequences being applied at school. These consequences could be as outlined within this policy.

Banned Items and Searching Pupils

In general, school pupils do not need to bring anything other than a packed lunch into school. Items or possessions from home should not be brought into school

without the express permission of a member of staff for a specific purpose, and particularly any items that:

- could represent a safety risk
- have a high monetary or sentimental value
- could contribute to disruptive behaviour
- could cause upset or offence to other pupils

The general power to discipline enables a staff member to confiscate, retain or dispose of a pupil's property. Such confiscated items will be kept safely in the school office until the end of the school day, where they must be collected by a parent or carer. If an item is then again confiscated it will be kept until the end of the week, and then a term if necessary.

Mobile Phones & Searches

Older children are permitted to bring mobile phones into school for the purpose of walking to and from school without their parent or carer. These phones should not be seen or used at any time during the school day and be stored in line with the arrangements agreed with their class teacher (i.e. not in the child's bag or pocket, but handed into the class staff at the beginning of the day). Where children fail to follow these rules mobile phones will be confiscated and returned to parents/carers only. Children will complete consequences in line with the circumstances of their age and the situation, as per the rest of this policy.

Head Teachers - and staff authorised by the Head Teacher - may search pupils or their possessions, without consent, where they suspect the pupil has a mobile phone, weapons, alcohol, illegal drugs, stolen items or anything that could present a significant risk to the welfare of the pupil or peers.

Use of Reasonable Force

All school staff have the power to use reasonable force to:

- prevent pupils from committing an offence or damaging property
- prevent pupils from injuring themselves or others
- maintain good order and discipline in the classroom.

A range of personnel are trained in de-escalation techniques and positive handling. Pupils who are at risk of requiring such interventions will have their own personal handling policy along with a risk assessment. For more general information in relation to this see the Transform Trust Positive Handling Guidance.

Accusations of Misconduct and Malicious Allegations

For more information about how concerns raised about a member of staff will be dealt with see the School's Complaints Policy and the school's Whistleblowing Policy.

If an adequate level of investigation determines a complaint or allegation to be malicious then it can be treated as a form of negative behaviour and be dealt with accordingly.

Suspensions and Permanent Exclusions

The Head Teacher (or senior member of staff in their absence), has the power to suspend a pupil from school (for a designated period of time), or permanently exclude a pupil, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of suspension or exclusion, in most cases parents have the right to make representations to the Governing Body.

Parents must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue an £80 penalty.

Parents are expected to attend a re-integration meeting following any suspension.

More details about the school's suspensions and exclusions processes can be found in the Transform Trust Exclusions Policy Addendum.

APPENDIX 1

GREEN BEHAVIOURS

- Demonstrating the BELIEVE values:
 - Be Kind
 - Earn Respect
 - Live Responsibly
 - Include Others
 - Embrace Challenge
 - Value Difference
 - Experience Life
- Demonstrating the MINDITUDE 4 GEMS:
 - Having GRIT
 - Being an EFFECTIVE learner
 - Being MOTIVATED
 - Being SWITCHED-ON and ready to learn
- Following instructions or doing what you are supposed to.
- Putting your hand up if you want to speak.
- Listening carefully to adults and other children.
- Being kind and friendly to others.
- Being sensible, organised and mature.
- Taking part in lessons and trying your hardest.
- Bringing in homework, completing Rock-and-read or Mathletics.
- Being helpful to adults or other children.
- Showing good manners and being polite.

GREEN CONSEQUENCES

- Verbal praise.
- Stickers and certificates
- 'Star-of-the-week' or 'Star-of-the-term'.
- Nominated for Golden Book.
- Win an award at the End of Year Celebration.
- Positions of responsibility (e.g. Librarians, Playground Buddy).
- Praise shared with parents/carers verbally or through text.
- Comments at Parents Evening and in school reports.
- Class specific initiatives (e.g. Dojos, Table Points, Marble Jar challenges, Work Hard Play Hard).
- Child specific initiatives (e.g. Reward Charts, Positive Daily Reports)
- Whole class rewards (e.g. extra break).
- Sent to a member of SMT to receive special praise or rewards.

YELLOW BEHAVIOURS

NOT BEING RESPECTFUL OR CO-OPERATIVE

LOWER-LEVEL DISRUPTIVE OR DEFIANT BEHAVIOURS IN CLASS/SCHOOL, FOR EXAMPLE

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Not having correct uniform
- Not bringing the right equipment – including PE kits, book bags etc
- Not sitting on chairs correctly or rocking on chairs
- Not pushing chairs underneath the table
- Not tidying up equipment at the end of lessons etc. (the choose, use, tidy rule)
- Not taking care of school resources and equipment e.g. drawing on labels, bending rulers, sharpening pencils on both ends etc.
- Running inside
- Being slow to come to the carpet and be ready to learn at group times
- Having items in hands at group times that cause distraction
- Pushing in the line, jostling during transitions
- Fidgeting, touching equipment or looking around the room when the teacher is talking
- Not transitioning between areas and/or activities sensibly
- Using much louder voices than necessary
- Use of inappropriate language
- Annoying or disturbing peers
- Trying to get others into trouble
- Lower-level lying
- Having sweets/toys or other unnecessary items in school
- Use of discriminatory language (e.g. racism, homophobia, sexism, derogatory comments about people with disabilities) through ignorance or lack of understanding.

YELLOW CONSEQUENCES

MINIMUM (AT LEAST ONE OF)

- Restorative conversation
- Verbal reprimand or challenge
- Visual cue/reminder
- Short 'Time-out' from an activity
- Not getting rewards

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED NECESSARY)

- Five minutes or more of lost recreational time (i.e. break or lunch time) to complete Reflection and/or to ensure the matter is Resolved
- Moved to a different seat in class
- Parents/carers verbally informed of negative behaviour

ORANGE BEHAVIOURS

REPEATED YELLOW BEHAVIOURS

NOT BEING RESPECTFUL OR CO-OPERATIVE

SIGNIFICANT DISRUPTIVE OR DEFIANT BEHAVIOURS IN CLASS/SCHOOL, FOR
EXAMPLE

- Making a deliberate loud/disruptive noise
- Repeated shouting out
- Throwing light items
- Initial refusal to comply with a consequence
- Initial refusal to go to or leave a specified area
- Walking out of class or away from designated place without permission
- Not responding well when being spoken to by staff (e.g. laughing, walking away, shouting at staff)
- Lower-level stealing
- Lesser graffiti or damage to property/building
- Threatening to others in class
- First-time bullying behaviours or first-time 'knowing' use of discriminatory language (e.g. racism)
- Encouraging another child to commit a Red Behaviour and/or lying or failing to tell someone if they have do so

ORANGE CONSEQUENCES

CONSEQUENCES (AS MANY AS DEEMED APPROPRIATE):

- Restorative conversation of alternative process
- Parents/carers informed
- Internal isolation of at least 30 minutes in another class
- Internal isolation outside Head's office (at least 30 minutes)
- Loss of recreational time (generally at least 15 minutes and up to 5 days)
- Removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half to whole session)
- Removal of privilege (e.g. After-school club)
- Removal of responsibility role
- Behaviour letter sent home
- Formal meeting to discuss behaviour with parents/carers

RED BEHAVIOURS

REPEATED AND PERSISTENT YELLOW OR ORANGE BEHAVIOURS

NOT BEING RESPECTFUL OR CO-OPERATIVE

SERIOUS DISRUPTIVE OR DEFIANT BEHAVIOURS IN CLASS/SCHOOL, FOR EXAMPLE

- Throwing expensive items or a large amount of small ones that create a lot of mess
- Prolonged failure to follow instructions
- Prolonged refusal to comply with consequences
- Verbally abusive to staff, especially swearing and/or physical threats
- Serious stealing
- Serious graffiti or damage to property/building
- Malicious accusations against staff

NOT BEING SAFE

SERIOUS BEHAVIOURS THAT POSE A RISK TO ANYONE

- Walking out of class or away from where you are supposed to be without permission
- Prolonged refusal to go to or leave a specified area in a way that is risky or dangerous
- Tipping over or throwing chairs/tables/other furniture
- Leaving the school building without permission
- Absconding from the school site
- Repeated use of discriminatory language (e.g. racism)
- Repeated bullying behaviours
- Physically aggressive to others in a way that causes injury or distress
- Any physical aggression towards staff
- Repeated or serious negative behaviour on a school trip or activity out of school
- Bringing a dangerous item to school (e.g. knife, lighter)

- Illegal or serious misuse of the school's internet access
- Deliberately setting off a school fire alarm unnecessarily

RED CONSEQUENCES

PARENTS/CARERS INFORMED AND AT LEAST ONE OF:

- Restorative conversation or alternative process
- Internal isolation in another class (at least 60 minutes)
- Internal isolation outside Head's office (at least 60 minutes)
- Lunchtime isolation (generally 50 minutes to 5 days)

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED APPROPRIATE)

- Removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half or whole session)
- Removal of right to attend trip/residential
- Removal of privilege (e.g. After-school club)
- Removal of responsibility role
- Write an apology letter
- Placed on Report (potentially linked to after-school detention)
- Behaviour contract
- Behaviour letter sent home
- Formal meeting to discuss behaviour with parents/carers
- External isolation at another school
- Suspension
- Lunch-time suspension
- Permanent exclusion

APPENDIX 2

Lunchtimes at William Booth – Behaviour Policy

Getting Lunchtimes Right

At William Booth Primary School we see lunchtimes as an important part of the school day. As well as enjoying a healthy and nutritious meal, lunchtimes are an opportunity for: PSHE development; preparing pupils for their afternoon's learning; and having fun experiences with their peers.

The staff aim to promote and apply the same high expectations of behaviour that exist across the school day, whilst recognising that it is appropriate to allow children a degree of greater autonomy and choice during their lunch break.

Promoting Positive Lunchtimes

The school takes several steps to ensure that pupils have a positive and enjoyable experience of lunchtimes:

- children sit and eat together in the school hall
- when they are not eating their dinner children will generally be playing outdoors (unless bad weather causes a 'wet-play')
- all areas are supervised by midday-supervisors and on the Key Stage 2 playground these staff are also supported by a member of the Senior Management Team
- midday-supervisors, teaching staff and where appropriate external staff encourage positive play and initiate fun activities

Consequences

Where possible, the school aims to keep lunchtime consequences separate from the rest of the school day. With this in mind the consequence protocol for lunchtimes in Key Stage 2 varies slightly from that used during the rest of the day. There are 5 levels of consequence that can be employed to address any negative behaviours at lunchtimes:

- Level 1: a Restorative conversation, verbal warning or reprimand
- Level 2: a short 'time-out' of 2-15 minutes
- Level 3: a longer 'time-out' which must be served indoors of 15-30 minutes
- Level 4: a period between one and five whole lunch breaks in 'lunchtime isolation'
- Level 5: a period between 1 and 5 days of lunchtime suspension, where the child must be collected by their parent/carer for the duration of their lunch break

Any reported incidents of bullying or hate-based language at lunchtime (e.g. racism) are logged and treated as very serious. Such incidents must be reported to a senior member of staff and the school policy then followed (for more details see other relevant policies).