



# Behaviour and Relationships Policy

**Reviewed:** March 2024

**Next review:** March 2026

## Policy History:

March 2024	Policy updated	Steph Watson (Vice Principal)
March 2023	Policy updated	Steph Watson (Vice Principal)
September 2022	Policy updated following CPD from Dave Whittaker	Steph Watson (Vice Principal)
June 2022	Policy rewritten	Steph Watson (Vice Principal)

Wistaston Church Lane Academy is part of The Learning Partnership



At Wistaston Church Lane Academy, we recognise the importance of positive relationships on behaviour in order to maintain a happy, safe and secure environment, where all children can reach their full potential.

In order to facilitate teaching and learning, WCLA believes that courteous, respectful behaviour should be aimed for, taught, and modelled in all parts of school life. We recognise that all behaviour is a form of communication, and that frustrated and distressed behaviour may be a result of educational, mental health, or other needs or vulnerabilities that others are unaware of. We understand that sometimes ACE's (Adverse Childhood Experiences) affect children's behaviour and believe that through building positive relationships and through emotion coaching, we can enable children to develop the skills to manage their behaviour more successfully.

The school promotes all members of the school community to create mutually respectful relationships in order to ensure that all are supported in positive involvement in a supportive environment and achieve success.

At WCLA, we strive for excellence and believe that children will develop and attain their greatest potential through a fair and restorative culture of support and guidance.

#### **Aims of the Policy:**

- To encourage a calm, purposeful and happy atmosphere within the school built around high expectations of behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- To raise awareness about appropriate behaviour.
- To encourage altruistic and helpful behaviours so that children become valued members of society.
- To provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate
- Implement mental health and trauma-informed approaches to behaviour in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.

#### **Expectations of Staff:**

- To be an excellent role model.
- To treat all children fairly and with respect, in order to raise self-esteem and help them to achieve their full potential.
- To provide a challenging, interesting and relevant curriculum and recognise that effective pedagogy can have a positive impact on behaviour.

- To create a safe learning environment that supports children’s learning.
- To be clear and consistent with expectations of good behaviour.
- To form positive relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs.
- To encourage independence and self-discipline

**Expectations of Governing Body:**

- To agree the Behaviour and Positive Relationship policy and monitor its effectiveness

**Parents’ Responsibilities Are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

**Children’s responsibilities: Our Golden Rules**

Three Golden rules underpin the life of the school.

*Be Ready*  
*Be Respectful*  
*Be Safe*

These are displayed in every classroom. The rules are communicated to parents via our newsletter each year and are on display on our website. Every member of staff will expect children to follow these rules and consequences will be used if the rules are not adhered to.

**Building a Relational Approach (P and the 3R’s)**

At WCLA, we focus on building positive relationships and forming connections so that we may better understand our pupils and as a result, lay a solid basis for behavioural change. Our relational approach will be delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model and will be supported by using the PACE approach – Play, Acceptance, Curiosity and Empathy.

There are 4 elements to this approach.

- Protect
- Relate
- Regulate
- Reflect

## **Protect**

Ensure that all students are greeted warmly in all areas of the school.

Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).

### **PACE**

**Play** – Playfulness, light, open, hopeful and spontaneous.

**Acceptance** – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.

**Curiosity** – Non-judgmental active interest in how learners experience what happens to them in their lives.

**Empathy** – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

Staff ensure that interactions with children are socially engaging, warm and inviting.

Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.

School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.

Staff to provide a voice for our learners and advocate on their behalf.

## **Relate**

A whole-school commitment to enabling children to see themselves, their relationships and the world positively. Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Staff trained in empathic and playful modes of interaction.

Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

## **Regulate**

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) using attachment play games and in class experiences enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnt out and stress related absence, debrief sessions are in place to support post incident.

## Reflect

By reflecting we are encouraging our children to make sense of their feelings. We use emotion coaching techniques to structure conversations with the children. We also engage in restorative conversations when actions require greater levels of reflection.

## **Responses from staff**

- **Affect Attunement** – Meet the learner’s emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as positive connection with staff helping to build the trusting and emotional available relationship.
- **Empathy** – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won’t dismiss the feeling, they will help affirm, understand, and recognise what the learner is feeling.
- **Containment** – Staff will be able to be in the moment with a learner’s intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learner’s pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.
- **Emotional Regulation** – Bringing down toxic stress to tolerable stress and the moving to states of calm. Soothing and calming the learner’s emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner’s body. This can be done through calming conversations, timeout, and sensory support/items but in each case will be bespoke to the learner in question.
- **Use of Voice and Body Language** – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety, and empathy to a learner.
- All staff ensure that their body language is always open and non-confrontational.
- **De-escalation strategies** – Staff are trained in a range of de-escalation strategies through Team Teach. These include – distraction, re-direction, change of face, use of humour, offering reflection or calming space and time 95%. Only 5% requires physical Interventions (Prompts, Guides, Escorts and Restraints).

## Positive rewards

Staff will use a range of positive rewards including:

- Praise within the class
- Informal feedback to parents
- Public commendations (assemblies, sharing great work with other adults)
- Star of the Week – shared in Friday Celebration assembly
- Displays of pupil work
- Recognition boards

## Recognition Boards

Each classroom contains a 'Recognition Board'. On this board will be the 3 golden rules that the children should be following in each lesson (Be Ready, Be Respectful, Be Safe). Whenever the adults in the class witness a child following one of the rules, they will acknowledge this on the display by the child adding a 'feather'. 'Feathers' will also be awarded by staff who witness children displaying any of our other values: 'welcoming', 'community', 'limitless', 'aspirations'. These will be rewarded on Arbor to inform parents of their child's positive attitude in school. Once a child has received a recognition on the board, this cannot be taken away.

The recognition board will be used as a reference when dealing with incidents of low-level disruption to remind children of expectations. We aim to deal with these incidents in a short and meaningful '30 second interventions' (Dix, 2021)

## Positive Noticing

Every member of staff each week will be able to award a 'positive noticing' tag to a class of their choice. These will be awarded for instances of great collective behaviour (e.g. setting a great example when entering and leaving assembly). These will be counted up at the end of the week and the class with the most positive noticing tags will be celebrated and receive a collective reward at the teacher's discretion.

## Low level disruption:

In class, if children do not follow the three golden rules, then they will be prompted by an adult in the classroom and reminded of the rules. By using a short adaptable script, we ensure that any incidents of low-level disruptive behaviour are dealt with swiftly, consistently by an adult and has a minimal effect on the whole class. If children continue with this low-level behaviour, at a convenient time we will spend more time addressing the behaviour with the following **30 second script**:

*'I noticed that you are... (struggling to sit on the carpet today)  
It was the rule about... (sitting sensibly) that you broke  
You have chosen to.. (sit next to the teacher until you show me good sitting)  
Do you remember last week when you... (sat beautifully while listening to me read our book?) **That**  
is who I need to see today... Thank you for listening.'*

## Dealing with challenging behaviour positively.

When dealing with more challenging behaviour, we will always try and use a positive approach, engage in emotion coaching techniques and, when calm, have a restorative conversation with the child.

At the time of incident, the following emotion coaching steps will be used:

1. **Recognise and Empathise**
2. **Validate** and **label** the emotion the person is feeling in the moment- *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's ok to feel angry'*
3. Setting limits- *'I understand you're feeling really angry today, but one of our golden rules is 'Be Safe', so hitting your friend isn't an ok thing to do'*
4. Problem Solving- *'I wonder whether it would be a good idea to go to the special beanbag in the corner next time you feel like this? Then I can come and help.'*

We use the following 3 steps:

1. **Listen**- allow the child time to share their views
2. **Link**- discuss the feelings and emotions of all involved in the behaviour incident
3. **Learn**- find a better way to approach a similar incident in the future

Restorative conversation script:

- Principle: An appreciation of individual perspectives •
- Question: What happened?
  
- Principle: Promoting mutual understanding through making explicit the link between behaviour, thought and feeling
- Question: What are you thinking/feeling?
  
- Principle: A focus on impact, not blame •
- Questions: Who has been affected, and how?
  
- Principle: Identifying underlying need
- Question: What do you need so that things can be better?
  
- Principle: Accountability and responsibility for self and others
- Question: What needs to happen to move things forward/put things right?

Simple mantras will be taught to the children:

- I can choose to walk away
- I can stop myself
- I am OK
- I am in control of myself
- I can choose to be calm

For information regarding child on child abuse, please see the 'Child on Child Abuse Policy'

When dealing with behaviour incidents, staff will:

- deal with situations in a calm, firm manner.
- use positive language whenever possible and as often as possible.

We may use the following questions when dealing with a behaviour incident:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

## Behaviour Management

All of our learners are able to behave well. There are occasions where behaviour falls short of the standards expected and although we will consistently celebrate positive behaviour, we must address any negative behaviour issues that occur. Children are made aware that their behaviour choices may have consequences. Repeated misbehaviour over more than one occasion will lead to intervention by a member of the Leadership Team and parents/carers may be requested to discuss the child's behaviour.

## Consequences

At WCLA, we avoid the words 'sanction' and 'punishment' and prefer to use 'consequence' and when imposing a consequence, a positive approach will always be used. The consequence may also be decided through collaboration with the child and will be reasonable and proportionate.

	Examples of behaviours:	Consequences
<b>Low Level Behaviours</b>	<ul style="list-style-type: none"> <li>• Calling out/making silly noises/interrupting</li> <li>• Deliberate acts of obstruction e.g. pushing in line</li> <li>• Running inside school building</li> <li>• Classwork unacceptable or homework not done</li> <li>• Arriving late for lessons (after breaks/lunchtime)</li> <li>• Out of seat</li> <li>• Calling out and interrupting the teacher</li> <li>• Inappropriate language (not aimed at others)</li> <li>• Beginning to challenge instructions or refusal to learn or work</li> <li>• Unkind words or behaviours</li> <li>• Improper use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the 3 golden rules swiftly.</li> <li>• Reminder and redirection by class teacher.</li> <li>• If behaviour continues, child may:               <ul style="list-style-type: none"> <li>○ Miss part or all of playtime.</li> <li>○ Be moved to a different seat in class.</li> <li>○ Complete work in a partner classroom.</li> </ul> </li> </ul> <p><b>Repeated low-level behaviours may be escalated to moderate consequences.</b></p>
<b>Moderate Behaviours</b>	<ul style="list-style-type: none"> <li>• <b>Persistent low-level behaviour within a short time frame</b></li> <li>• Minor challenge to authority e.g. rudeness, answering back, deliberately not following instructions, not completing tasks set at school and as homework</li> <li>• Disrupting another pupil's learning</li> <li>• Inappropriate, unkind remarks to other pupils and/or staff</li> <li>• Damage to property</li> <li>• Telling untruths</li> <li>• Causing physical harm to another pupil, even when unintentional, if resulting from inappropriate actions</li> <li>• Refusing to work co-operatively</li> <li>• Deliberate damage to school property</li> <li>• Leaving class without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 30-second script at a convenient time.</li> <li>• For more serious cases, use of restorative conversation script.</li> <li>• Behaviour discussed with Key Stage Lead.</li> <li>• If behaviour persists, parents will be informed via a phone call or note in the Home School Diary.</li> <li>• Child may be removed from class to work in another area.</li> <li>• Reflection time during break or lunchtime.</li> </ul> <p><b>Repeated moderate behaviours may escalate to severe consequences.</b></p>



<b>Severe Behaviours</b>	<ul style="list-style-type: none"> <li>• Persistent moderate behaviours displayed after consequences implemented</li> <li>• Causing physical harm to others through deliberate actions.</li> <li>• Threatening language</li> <li>• Inappropriate language (aimed at others)</li> <li>• Continued refusal to complete tasks</li> <li>• Stealing</li> <li>• Unprovoked fighting or causing intentional harm to another pupil</li> <li>• Serious challenge to authority</li> <li>• Bullying – physical, verbal or cyber (<i>see Anti-Bullying Policy</i>)</li> <li>• Swearing or disrespectful language or gestures including name calling and comments based on race, religion, gender or sexual orientation</li> <li>• Inappropriate use of IT access or equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to Vice Principal or Principal.</li> <li>• Parents must be informed in person or via a phone call.</li> <li>• A restorative conversation will be conducted.</li> <li>• Possible internal or external exclusion, depending on severity.</li> <li>• Behaviour report and monitoring may be implemented.</li> <li>• If behaviour persists after intervention, external agencies may be involved.</li> </ul>
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These consequences are designed to support children in making positive choices while maintaining a safe and respectful learning environment for all.

#### **Impact on Trips and Residential**

Persistent moderate or severe behaviours may result in children being unable to attend school trips and residential. This decision will be based on the child’s behaviour record and their ability to follow school expectations consistently. Parents will be informed in advance if this is a consideration.

*In serious cases, exclusion may be necessary. See our Suspension and Exclusion Policy.*

#### **Bespoke Behaviour Provision**

At WCLA, we recognise that some children may require their behaviour to be managed differently. We will agree bespoke behaviour management systems for such pupils following discussion with parents. This may include:

- Personalised reward charts
- RAMP (Reduced Anger Management Plan)
- Use of social stories and/or comic strips

#### **Pastoral Support and Intervention**

At WCLA, we have a Pastoral Support Worker who is available wherever necessary to support the needs of our children. Along with teachers and teaching assistants, our pastoral worker is able to provide targeted interventions to support students with their engagement, attitudes to learning, as well as their social, emotional and overall welfare needs.

At WCLA, we have staff trained in a variety of interventions to support our management of behaviour in school, including:

- Team Teach
- De-escalation
- ELSA (Emotional literacy support assistants - or ELSAs - are teaching assistants trained to provide emotional and social skills support to children)
- Trauma Informed Practice

### **Vulnerable Children**

The school monitors children who have ACE's, as we recognise that these experiences can impact on children's behaviour. Each academic year a Vulnerable Children's List is created with the goal of supporting these children to manage their behaviour.

### **Tracking Behaviour**

We use an online system -CPOM's- to track and monitor behaviour across the school. This is overseen by the school's Pastoral Worker and Senior Leadership Team (SLT), who will support children and staff where necessary.

### **Anti-bullying**

We are determined that all students should feel safe at school and enjoy education. A key feature of this is the strong stance taken against all forms of bullying, including cyber-bullying, harassment, and child-on-child abuse. *Please see the school's Antbullying Policy and Child-on-Child Abuse Policy for more information.*

### **Working with parents**

Involving parents will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour will need to take place
- If behaviour persists, parents are asked to come in for a formal meeting with the class teacher; a Key Stage Leader may also be present.
- In some cases, parents may be asked to come in for a meeting with a member of the Senior Leadership Team.
- There should be a record of the meeting on CPOMS, including notes of the discussion and actions.
- A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

### **Celebration Assembly**

Each week, children meet in their key stages (EYFS and KS1 together) where their hard work and good behaviour is celebrated through Star of The Week Awards.

### **Break Time Charters**

As a Rights Respecting School, we share with each class our break time. These are displayed in the classroom and form part of the behaviour management strategies within the class. All pupils in the class are expected to adhere to the charter. The charter will link to our work with our Right's Respecting initiative and will highlight children's responsibilities as **Rights Holders** and staff responsibilities as **Duty Bearers**.

### **Behaviour Management in Early Years**

All staff working in Early Years carry a set of visual cues on their staff lanyard and these will be used as visual reminders of the expected behaviour, alongside the golden rules / recognition board.

Children are given verbal warnings/reminders about their behaviour and traffic lights are used to indicate when a task is beginning or ending.

If children's behaviour does not improve, it may result in speaking to parents or involving the Key Stage Lead.

### **Behaviour Management at Swan Stars**

At Wistaston Church Lane Academy, we expect all children attending our before and after school provision to follow our three Golden Rules: **Be Ready, Be Respectful, Be Safe**. Our behaviour expectations align with the school's positive and restorative approach, ensuring a calm, happy, and secure environment where all children can thrive. If a child's behaviour does not meet these expectations, staff will follow a structured process, including verbal reminders, discussions, and appropriate consequences. Parents will be informed if behaviour issues persist. In cases of repeated or serious incidents, a formal warning letter will be issued. If behaviour continues to be a concern following this, a second warning letter will be sent, outlining further action. In some cases, where behaviour continues to pose a risk to the safety and well-being of others, a child's place in the provision may be suspended.

**Please see our Inclusion and/or SEND policies for more details specific to these areas.**