



# **THE BISHOPSWOOD SCHOOLS FEDERATION**

## **RELATIONSHIPS AND BEHAVIOUR POLICY**

### **Philosophy**

We believe that pupils have a right to learn, teachers have a right to teach and that all members of our school community have the right to learn and work in a safe, secure, happy and productive environment.

### **Introduction**

At the Bishopswood Schools Federation, we are committed to fostering a positive, inclusive, and respectful learning environment where every pupil feels safe, valued, and supported.

Our Relationships and Behaviour policy is based on the principles outlined in Paul Dix's book *"When the Adults Change, Everything Changes"*. We believe that the most important aspect in children feeling valued, safe, and secure is the sense of connection and trust with members of staff. Across both schools, we believe good behaviour is central to a good education and this policy aims to set out how we maintain a calm, safe and supportive environment, where pupils are taught how to behave well and appropriately. We aim to create a culture where staff and pupils flourish and thrive together.

### **Approach**

Our approach to behaviour is based on relationships, consistency, and high expectations. We believe that behaviour is a form of communication, and our role as educators is to guide children in making positive choices. We believe that strong relationships between staff and pupils are vital. Staff must be fair and consistent with children, taking into account their individual needs. Equally staff must be approachable, kind, and be there to help and discipline using a consistent approach.

### **Aims of the Policy**

This policy aims to help pupils to become motivated and resilient learners who develop into confident, responsible and respectful citizens of the community. It is underpinned by trauma informed approaches and values the essential nature of relationships in enabling individuals to learn, adapt and thrive. We believe in the power of connection and the importance of fostering strong connections between adults and children.

We aim to build positive and safe relationships in order to support emotional, social and academic outcomes. Relationships are the vehicle through which we foster our pupils' sense of safety and security through nurture, warmth, understanding, respect and empathy. At the Bishopswood Schools Federation, we have high expectations for pupils' behaviour and this document provides a framework for creating a happy, calm and orderly environment in which everyone can succeed.

- To foster, nurture and value strong and healthy relationships
- To encourage a calm, purposeful and happy atmosphere within the school.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- 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 their 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 to ensure safety.
- To raise awareness of appropriate behaviour and promote positive behaviours.

### **Key Principles**

#### **Model the Behaviour You Expect**

- **Role Modelling:** Adults should consistently model the behaviour they want to see in pupils. This means demonstrating respect, patience, and empathy in all interactions.

#### **Maintain Emotional Control**

- **Calm and Composed:** Stay calm and composed, even in challenging situations. Your emotional control helps de-escalate conflicts and sets a positive example for pupils.
- **Avoid Shouting:** Shouting can escalate situations. Use a calm, firm voice to address issues and communicate effectively.

#### **Build Positive Relationships**

- **Develop Trust:** Establish strong, trusting relationships with pupils. Show genuine interest and concern for their well-being and success.
- **Positive Interactions:** Focus on positive interactions and build rapport through consistent, supportive engagement.

#### **Be Consistent and Fair**

- **Apply Rules Consistently:** Ensure that rules and consequences are applied fairly and consistently. This helps pupils understand expectations and builds trust.
- **Clear Expectations:** Clearly communicate behaviour expectations and reinforce them regularly.

#### **Use Restorative Practices**

- **Restorative Conversations:** Engage pupils in restorative conversations to address and repair the impact of their behaviour. Focus on understanding, making amends, and planning for future behaviour.
- **Repair Harm:** Prioritise repairing relationships and addressing the harm caused by misbehaviour, rather than just administering punishment.

## **Encourage and Reinforce Positive Behaviour**

- **Positive Recognition:** Regularly recognise and reinforce positive behaviour to encourage continued good behaviour. Catch pupils being good and celebrate their achievements.

## **Support and Develop**

- **Provide Support:** Offer additional support and resources to pupils who need help with behaviour. This might include mentoring, adjustments in the classroom, or other interventions.
- **Professional Growth:** Engage in ongoing professional development to improve your skills in behaviour management and pupil interaction.

## **Create a Safe and Supportive Environment**

- **Safe Space:** Ensure that the school environment is safe and supportive for all pupils. Address safety concerns promptly and effectively.

## **Principles of Behaviour Management**

### **Relationships First**

- **Building Positive Relationships:** Staff prioritise getting to know each pupil as an individual, understanding their needs, and fostering a positive rapport.
- **Role Modelling:** Staff consistently model the behaviour they expect from pupils, demonstrating respect, calmness, and empathy.

Our Policy is underpinned by:

### **School Rules**

#### **Clear and Simple Rules**

Our rules are straightforward and consistently applied across the school. They focus on key behaviours.

- Be Polite Follow Teacher's instructions
- Concentrate on your own task/work
- Only touch other people's property with consent
- Keep your hands and feet to yourself
  
- We are polite and listen to each other.
- We look after everything and everybody.
- We share and play well together.
- We keep our hands and feet to ourselves.
- We walk quietly around school.

### **Our School Values**

Caring, Respecting and Thriving Together

## **Our School Vision for Behaviour**

Caring, Respectful behaviour, enabling everyone to Thrive.

## **Our Learning Behaviours encourage our pupils to be:**

Aspirational, Creative, Independent, Reflective, Resilient and demonstrate Teamwork.

## **The Five Pillars of Practice at Bishopswood Schools.**

Paul Dix's "Five Pillars of Practice" refers to five fundamental principles that underpin effective behaviour management in schools. These pillars are core strategies that, when consistently applied by all staff, help create a positive school culture and improve pupil behaviour. Here's a brief explanation of each:

### **1. Consistent, Calm Adult Behaviour:**

This pillar emphasises the importance of adults in the school setting remaining calm and consistent, especially during challenging situations. It highlights the idea that the behaviour of adults directly influences the behaviour of pupils. Consistency in responses and demeanour helps create a stable environment where pupils know what to expect.

- Model the behaviour you expect.
- Stay calm and consistent, especially in difficult situations.

### **2. First Attention to Best Conduct:**

This principle is about prioritising recognition of positive behaviour over negative behaviour. Instead of focusing on what pupils are doing wrong, staff should first acknowledge and praise those who are behaving well. This encourages others to follow suit and reinforces the desired behaviour.

- Recognise and praise positive behaviour first.
- Focus on what pupils are doing well.

### **3. Relentless Routines:**

Establishing and maintaining simple, clear routines is crucial. These routines create a predictable and safe environment, making it easier for pupils to understand and meet behavioural expectations. Consistency in routines also helps reduce anxiety and uncertainty among pupils.

- Establish and maintain clear, simple routines.
- Ensure everyone follows these routines consistently.

### **4. Scripting Difficult Conversations:**

When addressing misbehaviour, it's important to use pre-planned, calm, and consistent language. This approach helps prevent emotional escalation and ensures that all staff handle difficult conversations in a way that is fair and effective.

- Use calm, pre-planned language when addressing misbehaviour.
- Avoid emotional escalation; stay focused on the issue.

### **5. Restorative Follow-Up:**

After incidents of misbehaviour, restorative conversations should be used

to help pupils reflect on their actions, understand the impact on others, and learn how to make better choices in the future. This pillar promotes accountability and supports the development of emotional intelligence and empathy.

- Use restorative conversations to help pupils reflect and improve.
- Focus on repairing harm and restoring relationships.

### **Restorative Conversations**

Restorative conversations are conducted when a pupil's behaviour falls short of expected standards. These conversations help the pupil recognise their actions, understand their effects on others, and work towards making amends.

#### **Aims of the Restorative Conversation**

1. To ensure that the pupil recognises where their behaviour or conduct has fallen short of the standard.
2. To understand how such behaviour impacts adversely on others in the school community.
3. To identify the steps that the pupil must take in future to ensure their conduct is appropriate.
4. To identify any barriers that the pupil faces in meeting standards of acceptable behaviour and how these barriers can be removed.

#### **Steps for Conducting Restorative Conversations**

**Preparation:** Gather all relevant information about the incident, including perspectives from all involved parties.

**Environment:** Select a neutral and quiet location where both the pupil and the adult can feel comfortable.

#### **Conversation Structure**

- **Opening:** Explain the purpose of the conversation and the expected outcomes.
- **Understanding the Incident:** Ask the pupil to describe their perspective and feelings about the incident. Use open-ended questions to explore their thoughts.
- **Discussing Impact:** Help the pupil understand how their behaviour affected others, encouraging empathy.
- **Resolution:** Work together to identify steps for making amends and improving future behaviour.
- **Support:** Discuss any support the pupil may need to meet behaviour expectations, such as
- additional resources or adjustments.

In summary, the "Five Pillars of Practice" provide a structured, consistent approach to behaviour management, ensuring that all staff work together to create a positive, supportive school environment.

## **Rewards**

Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff. Rewards will never be taken away from a child. The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

### **Specific rewards include:**

- A public word of praise in front of a group, class, key stage or the school.
- House points for their House team.
- Name moving up the Classroom Learning Behaviour Ladder Chart, receiving individual token awards such as the bronze, silver and gold award sticker on specific ladder rungs with a focus on the learning behaviours and school values.
- Red wrist bands for good examples of behaviour- given by any staff member
- Gold wrist bands- for exceptional behaviour- given by any staff member.
- School Certificates and awards, formally presented in Celebration Assembly.

## **Stepped Consequences**

At Bishopswood Schools, we used stepped consequences as a response to negative behaviour. We use a set of steps which are focused on small but certain consequences and a restorative, not punitive ending: Caution, Last chance, Reset, Step Out and Step Away.

	<b>Steps</b>	<b>Actions</b>
1.	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
2.	Last Chance (Two minutes)	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to their previous examples of good behaviour.  Use the 30 second scripted intervention.  Attach 'Stay behind for two minutes after class' to this step. These two minutes are owed when the child reaches this step. It is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
3.	Reset and restorative conversation	Pupil is given time to reflect, followed by a restorative conversation. A few minutes for the children to calm down, breathe, look at the situation from a different perspective and compose themselves. This may be in a space inside or just outside the classroom in a designated thinking space. <ul style="list-style-type: none"><li>• Logged on internal school behaviour tracker as S3.</li></ul>
4.	Step Out and Restorative	Pupil removed from the classroom to have 20 minutes working with a phase leader.

	Conversation	<ul style="list-style-type: none"> <li>• Logged on internal school behaviour tracker as S4 and a phone call is made or email is sent home by the CT informing parents/carers of the sanction and the reason why it was given.</li> </ul>
5.	Step Away with SLT and Restorative conversation	<p>Pupil removed from the classroom to have 30 minutes working with SLT.</p> <ul style="list-style-type: none"> <li>• Logged on internal school behaviour tracker as S5 and an email is sent home by the class teacher informing parents/carers of the sanction and the reason why it was given.</li> </ul>
6.	Internal Removal with SLT and Restorative work, followed by conversation	<p>Pupil removed from the classroom to have the afternoon working with SLT. This involved conversations about the behaviour choices and their impact.</p> <ul style="list-style-type: none"> <li>• Logged on internal school behaviour tracker as S6 and an email is sent home by the class teacher informing parents/carers of the sanction and the reason why it was given.</li> </ul>

**Red card behaviours:**

All serious behaviour must be referred immediately to the Head of School or SLT.

Such incidents could include:

Fighting, all forms of bullying, racist, sexist or homophobic comments, inappropriate name calling, using abusive/offensive language, physically striking adults or other pupils. On all occasions, parents/carers will be informed via a phone call or a meeting in person.

**Severe Behaviour**

If the incident is deemed serious and/or the safety of a child has been compromised, the Headteacher or their representative will be advised immediately. In cases of severe behaviour parents will be contacted by the Head of School or their representative to discuss these issues and agree an action plan. For the majority of pupils, consequences of inappropriate behaviour are dealt with in school and no further action will be necessary at home.

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Head of School or senior leadership team.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments

- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Any of these behaviours will result in an instant Step Away, involvement of the Head of School and or SLT as well as an additional consequence.

These incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Head of School or a member of SLT).

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully. See exclusion policy for more information. Decisions to exclude children are made on an individual basis

### **An Individual Approach**

For pupils who have severe behavioural difficulties the school will draw up an Individual Behaviour Management Plan [IBMP] which may include;

- Behaviour Diaries
- Daily Praise Record [Sticker charts]
- Behaviour Environment Checklist
- Individual Behaviour Plan
- Behaviour Incident Report Forms
- ELSA intervention
- External support

At all times, the school will have due regard to guidelines and the law as laid down by Hampshire County Council and the Department for Educational Services, and will consult with the necessary departments and outside agencies where appropriate, particularly if serious behaviour issues may lead to exclusion.

Staff will have access to EPS (Education Personnel Services) under Appendix 18 of Manual of Personnel Practice. These guidelines may be used when there are concerns about unacceptable behaviour from or between adults. Staff may also follow the County's Whistle Blowing Policy where required.

### **Our Community**

This policy has been written to ensure that all members of the school community have a common understanding of the school's expectations for behaviour and to ensure that systems are applied consistently and fairly.

We nurture children's emotional wellbeing and support them to manage their behaviour through:

- Adopting a relational and trauma informed approach.
- Creating a calm and orderly environment in classrooms to enable a positive learning culture.
- Providing clear and consistent behaviour management systems, with a strong emphasis on rewards to demonstrate to children that their efforts are valued.

- Setting clear routines and high expectations for all.
- Making use of positive interactions as explicit teaching opportunities.
- Modelling positive behaviours and interactions, including how to listen, express thoughts and feelings and resolve conflict.
- Providing additional and targeted intervention for children who need additional support around emotional wellbeing and behaviour.
- Identifying key trusted adults for children who need additional emotional support so that they can talk about their feelings and address any worries.
- Explicitly teaching a high-quality PSHE and RSE curriculum

### **Our Community Rights**

In our inclusive learning community, all members are required to have respect for all people and property, to be kind and to be helpful.

*Everyone attending or working in this school has a right to:*

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse.

*Pupils attending this school and their parents have a right to:*

- individual consideration of pupil needs by the staff who have responsibility for their care and protection
- expect staff to undertake their duties and responsibilities in accordance with the school's policies
- be informed about our school expectations 'the norms', relevant policies and the expected conduct of all pupils and staff working in school
- be informed about the school's complaints procedure.

### **The Child's responsibilities are to:**

- Keep the expectations described in the Relationships and Behaviour Handbook
- Follow the school rules:
- Demonstrate the school values: Caring, Respecting and Thriving together
- Take responsibility for their behaviour and learning.

### **The Staff's responsibilities are to:**

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment; physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognize that each child is an individual, and provide additional support as needed to address individual needs.

- Offer a framework for social education, through PSHE sessions, including the My Happy Mind curriculum.

**The Parents' responsibilities are to:**

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.

**The Head of School's responsibilities are to:**

- Determine the measures on tackling behaviour with due regard to the law.
- Implement the policy and ensure all staff are aware of their responsibilities and are given appropriate training and support.
- Ensure that staff recognise any inappropriate behaviour incidents that may occur and know how to challenge behaviour issues within the guidelines of this policy.
- Ensure that staff are aware of expectations to support and guide in modification of inappropriate or unacceptable behaviours.

**The Governing Body's responsibilities are to:**

- Ensure that the school fulfils its legal responsibilities in the formulation of this policy and its appendices.
- Ensure related procedures and strategies are implemented.
- Review the policy principles with the Head of School to determine the measures that make up the school's Relationships and Behaviour Policy and its appendices.

**What we do to encourage good behaviour across both schools:**

- We make clear our expectations of good behaviour.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise and reward good behaviour both privately and publicly
- We discourage unsociable behaviour by promoting mutual respect.

**Policy Planning and Review**

The Governing Body and Headteacher will ensure that the principles and procedures above feature in all policies and practices particularly in ensuring:

- The School Improvement Plan continues to reflect and promote positive behaviour.
- The school operates an "open door" policy to enable open communication.
- Pupils' behaviour is monitored through Year group and SLT team meetings.
- Behaviour diaries, and/or behaviour modification strategies if appropriate, consider individual behaviour and desired outcomes with regular reviews.

- The management of behaviour, discipline and exclusions through the Behaviour Policy, its Appendices and all strategies contained, are applied consistently to all pupils.
- Pupils' personal development through the PSHE programme of work has opportunities for raising behaviour issues, and emphasis is placed on valuing each other and ourselves.
- Teaching and learning resources are examined for good behavioural examples.

### **Partnership with Parents and Committees**

The Governing Body will make every attempt to ensure that the policy is deemed relevant, appropriate and fair to the school community as a whole.

### **Implementing and Monitoring the Policy**

The Head of School and Governing Body will ensure implementation of the policy through;

- Providing parents with a copy of the policy on the web site.
- Ensuring staff are aware of their responsibilities.
- Collecting and using any relevant data gathered during policy reviews to inform planning.
- Reporting any relevant data to the Governing Body.
- Nominating a member of the Governing Body to monitor instances of physical restraint.
- Making the results of any relevant reviews, monitoring or assessments available to parents where appropriate

### **Policy Review**

A full review of this policy will be undertaken every two years however any statutory revisions to Relationships and Behaviour Management, Physical Restraint or Anti-Bullying Policies will be implemented as and where appropriate.

Policy Reviewed – October 2025

Next Review – October 2026



