Westways Primary School

Behaviour & Relationship Policy

September 2026
This policy will be reviewed annually

Date ratified:	October 2026
Author/Reviewer:	Charles Hollamby (Headteacher)
Ratified by Co-chair of Governors:	Paul Robinson
Date for Review:	September 2027

Consistent culture

'When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.' (Paul Dix)

We invite *all* colleagues to join us in reading 'When the adults change, everything changes' by Paul Dix.

Our vision and core values

This policy has been designed to support our vision statement and core values:

We enjoy therefore we achieve

Our love of learning inspires us to achieve and by nurturing our shared **core values**, we are prepared for, and to make a difference in, the wider world.

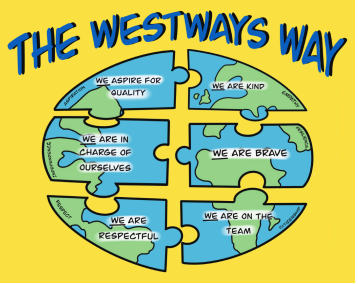
Westways Core Values: Aspiration; Empathy; Independence; Resilience; Respect; Citizenship

Our values are the things that we believe are important in the way we live. They help us to…

- Form our attitudes;
- Guide our choices;
- Influence our behaviour.

The Westways approach

Our policy is based on a relational approach and draws on various research. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed positive behaviours, our children are enabled to be ready to learn effectively. We do this through endorsing ***The Westways Way*** (see Appendix 1), which links to our school's core values:



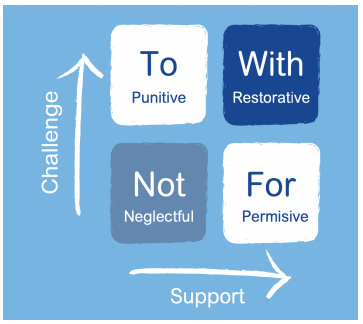
- ***We*** aspire for quality. (Aspiration - quality audience; quality listening; quality travelling)
- ***We*** are kind. (Empathy - understanding each other)
- ***We*** are in charge of ourselves. (Independence - safe; responsible)
- ***We*** are brave. (Resilience - curious; try hard; take risks)
- ***We*** are respectful. (Respect - curious about others; honest)
- ***We*** are on the team. (Citizenship - grateful; genuine)

At Westways we *all* have high expectations of *all* behaviour in school; this helps ensure that excellent behaviour is a minimum expectation for all. We teach children to be good citizens who treat others as they would like to be treated themselves. ***The Westways Way*** is modelled and taught through assemblies and the curriculum, including Relationships and Health Education (RHE) lessons.

Aims of this policy

At Westways, we are committed to providing a broad, balanced and effective education for all the children who attend our school. We believe that meeting pupils' basic needs is key to cultivating excellent behaviour, excellent learning attitudes and leads to success in life. This is achieved by creating safe environments; forming strong and positive relationships (see Appendix 2); and developing a healthy self-esteem. We expect all adults who work at Westways to embrace this approach and to proactively support it. This approach is the responsibility of *all* staff throughout the school.

This policy is designed to:



- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Develop an understanding of what appropriate behaviours are;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Create a restorative, 'with you' culture (as opposed to a 'to you' or 'for you');
- To ensure that those with special needs or disabilities have a right to be treated with dignity and as far as possible, independence, and to play an active role in the community;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Ensure that all learners are treated fairly, shown respect and to promote good relationships by setting clear expectations.
- Help learners take control of their behaviour and be responsible for the consequences of it.
- Involve parents/carers, pupils and staff in the application of this policy and establish strong communication and relationships;
- Build a community which fosters our core values through ***The Westways Way***.

Our framework

We work with professionals (such as Positive Regard) and are informed by research to develop a positive and supportive behaviour framework through which staff can support pupils to regulate their brains and their bodies so they can make progress both academically and personally. It is centred around the following beliefs:

- **Behaviour communicates:** We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly.
- **Behaviour can change:** We strongly believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, which brings down their stress levels. It can be changed by repairing damage through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.
- **Behaviour is about everyone:** We believe that behaviour is about everyone. We *all* have a role to play in modelling, supporting and managing behaviour. As a team, we understand that our actions will be scrutinised and will exemplify our core values to learners with on-going clear examples.
- **Behaviour is about British Values:** We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Responsibility of the Westways community

All staff will:

- Refer to ***The Westways Way*** in their approach to behaviour;
- Encourage, praise and actively listen to children;
- Provide clear rules, routines and boundaries for all children;
- Actively model appropriate behaviours, build relationships (see Appendix 2) and consistently apply this policy fairly, without favour;
- Offer equal amounts of challenge and support to work 'with' children;
- Be ambitious for *all* children with regard to behaviours for learning;
- Have consistently high expectations within individualised responses to challenging situations;
- Focus on the prevention of undesirable behaviour, rather than the reaction to it;
- Plan lessons that engage, challenge and meet the needs of *all* learners;
- Use a visible positive recognition mechanisms throughout every lesson;
- Recognise that all behaviour is communication and endeavour to translate this;
- Enable children to communicate because they feel safe;
- Follow up every time, retain ownership and engage in reflective dialogue with learners;

- Never ignore or walk past learners who are making negative behaviour choices or struggling with their behaviour;
- Use change of face as much as needed to enable staff and children to regulate;
- Collaborate with the SEND Team and other professionals in order to create personalised plans that enable children to thrive;
- Keep a record of initial concerns and incidents on CPOMS (Child Protection Online Monitoring System) and ensure that the Safeguarding Team and parents/carers are informed within that same day;
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented;
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

All senior leaders will:

- Meet and greet learners at the beginning of the day;
- Be a daily, visible presence around school;
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support all staff in managing learners with more complex or entrenched behavioural difficulties;
- Use behaviour data to target and assess behaviour policy and practice;
- Regularly meet to review provision and monitor behaviour.

We welcome all parents and carers in our school, recognising that we work in partnership with them to provide the best possible school experience for their children. Westways staff are here to help the children achieve high standards in their work and behaviour in a calm and safe environment. Staff will work together with parents/carers at all times. Our staff expect to be treated with respect and courtesy and will not accept abusive or inappropriate behaviour from parents/carers or visitors to the school. Anyone who is abusive towards staff or others may be banned from the school premises and could be prosecuted.

All parents/carers will…

- Support the approach set out in this policy;
- Attend meetings in school to discuss their child's behaviour (if required);
- Inform staff of any factors that might affect their child's behaviour and wellbeing at school;
- Pick up the phone - it might be positive!

Recognising the good, especially the always good [Rewards and celebrations]

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. *All* adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. When we recognise the good, we use ***The Westways Way*** as a framework of language ("It is great to see you being in charge of yourself by walking down the corridor" etc.) as we believe strongly in immediate and timely verbal recognition.

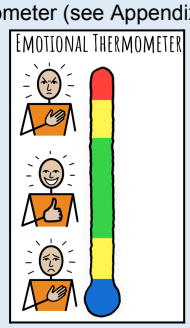
We recognise behaviour in the following ways:

Positive Recognition	
Intrinsic	**Extrinsic**
• Smile • Handshake • High five • Fist bump • Pat on the back • "Well done" • "You're great" • "Wow!" • "That makes me feel really happy!" • "You are a valued member of this class." • "That was fantastic how you…" *Be mindful of children with low self-esteem; use subtle praise.	**Dojos** In class and around school, children are awarded Dojos for showing positive learning behaviours, improving their work and exhibiting the core values. They are also awarded to individuals for their high-quality learning in school or at home. Dojos help us to promote collaboration and a sense of belonging through the 'River Teams'. Dojos contribute to the River Team race where the results are announced during weekly celebration assemblies. At the end of a term, children from the winning team will receive the chance to attend an extra break/games afternoon.
	Dojo Mascots Classes with the highest number of Dojos each week in Reception, Y1/2, Y3/4 and Y5/6 are rewarded with one of our Dojo mascots.
	Stickers We recognise children on a daily basis for demonstrating ***The Westways Way*** with our stickers. In addition, PE Superstar stickers are award in weekly celebration assembly and are linked to our core values.
	Calls home [positive verbal feedback to parents] If possible, teachers are to make three positive phone calls home per week *or* verbal comments to parents/carers at pick-up/drop-off
	'Yes Way!' postcards At least three 'Yes Way!' postcards (see Appendix 3) home per week, per class to reward children on a daily basis for demonstrating ***The Westways Way***.
	Values Superstar certificates and stickers During weekly celebration assemblies, class teachers award and celebrate children with Values Superstar certificates and stickers for demonstrating ***The Westways Way*** and their use of the core values.
	Headteacher's Award Adults can nominate pupils to share their special achievement with the Headteacher in order to receive a special 'Headteacher Award'.
	Attendance and punctuality mascots Each week, the class in Reception, Y1/2, Y3/4 and Y5/6 with the highest average attendance will receive 'Top Dog' and those with the best punctuality will receive 'Red Panda'.

Challenging behaviour strategies and consequences

As an inclusive school, at Westways we acknowledge that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstances. Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. Consequences are often bespoke as we consider whether they are reasonable, proportionate and necessary for the individual child in a given situation.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and senior leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible, before habits become established.

What are the behaviours?		
• Low level behaviours occur due to an unmet need. • A child may be trying to communicate: boredom; work frustration; stress; feeling unsafe; sensory needs; basic needs not being met; negative thinking; low self-esteem; self-preservation.	• Defensive behaviours occur due to a breakdown in communication. • A child may be trying to communicate further frustrations with: not being understood; revenge; too much challenge; not enough support. • Defensive behaviours can tip into crisis very quickly.	• For a child exhibiting crisis behaviours their main priority here is survival. • If the child perceives a threat, they are likely to respond with fight, flight or freeze.
1) Anxiety	**2) Defensive**	**3) Crisis**
Types of behaviour (not an exhaustive list)		
• Rocking • Tapping • Swinging on chair • Head on desk • Sullen • Calling out • Finding it hard to cooperate • Inappropriate comments • Failure to complete work • Disrespect	• Teasing • Pushing • Arguing • Destroying work • Running indoors • Disrupting • Use of inappropriate language • Disrespecting school equipment • Not following instructions • Leaving the classroom	• Vandalism • Physical assault • Fighting • Disrespectful to adults • Racial abuse • Bullying • Leaving the classroom, building or school grounds without permission
Strategies		
• Reminders of ***The Westways Way*** • Acknowledge all low level behaviours • Read the body language of the child • Consider you own body language • Use child's name to engage • Use reflective language (e.g. "I can see that…"; "I notice…"; "I am wondering…" "I imagine…") • Use empathy (e.g. "I understand this is hard for you…"; "That must be really difficult…") • Match affect - use a low tone of voice • Consider sensory regulation (e.g. deep pressure) • Remind children of the natural consequence to their behaviour • Reference to the Emotional Thermometer (see Appendix 4)  	• Continue to use low level strategies (if appropriate) • "What should you be doing now?" • "[Name], [command], thank you." • Ask "what?" not "why?" • Give the child two choices (don't make these punitive - make them choices you are happy with) • Maintain high expectations and boundaries • Affect language - "when you… I feel… I need you to" • Remind children of school expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation • Think reflection not reprimand • Be curious • If children continue to struggle, a time out is offered; this could include a change of face • If the behaviour becomes unsafe, respond as if it is a crisis behaviour • Reference to the Emotional Thermometer (see Appendix 4)	• If the techniques that are employed do not have the desired effect of getting the child to a calm and self-regulated state, a change in environment (e.g. time away from the class) may be necessary • The child will be taken back to class when safe enough to engage • Continue to use anxiety and defensive strategies • Support and closely supervise • Offer a safe space • Change face • All crises should be followed up with a restorative conversation with staff member/SLT/pastoral • Support for staff member to recover • Logical consequence • Reference to the Emotional Thermometer (see Appendix 4)
Aims		
• The purpose of these strategies is to ensure the child feels listened to, heard and understood. • We need to make the child feel safe enough to communicate and know that the adult is there to listen.	• Remember that children don't behave for systems; they communicate with people who connect, people who care. • Find a balance of challenge and support to prevent further escalation into crisis.	• The priority in a crisis is to maintain safety and calm the situation. • Crisis situations may involve the removal of stressors.

The restorative conversation

As adults, we aim to understand and support children in finding the solution and find a way to learn from their mistakes.

Our core ('Top 3') questions are useful in framing these conversations:

1) What happened? ("I have heard that…")
2) How did that make you feel?
3) What can you do the next time you feel that way?

Children may use the 'Top 3 Card', which is displayed around school, to facilitate their own restorative conversations (see Appendix 5).

Supplementary questions (which may need to be staff led):

- Can you help me to understand what happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right? (linked to logical consequences)
- What could we do differently in the future?

Consequences (learning)

Logical consequences - putting right what has gone wrong:

- Clean up;
- Repair damage;
- Restore relationships;
- Complete work (to their standard, in their own time if necessary and without time being 'owed');
- Restorative conversations.

*Logical consequences will only work when the child is ready.

Consequences (break and lunch times)

If a child becomes **unsafe,** they will be supported by a member of staff using the strategies above.

If the staff member cannot keep the child safe, a change in environment may be necessary. The child can be directed to a **safe space** to have time out, supported by a member of the SEND Team and/or senior leaders.

During this time, children will reflect on their behaviour through the use of restorative practice. A decision will then be made whether the child is safe enough to return to the playground or finish break/lunch time in the **safe space**.

The class teacher *must* be informed for them to gauge whether communication with the parent/carer is necessary and all incidents must be logged so that patterns in behaviour can be monitored.

Persistent, challenging behaviour

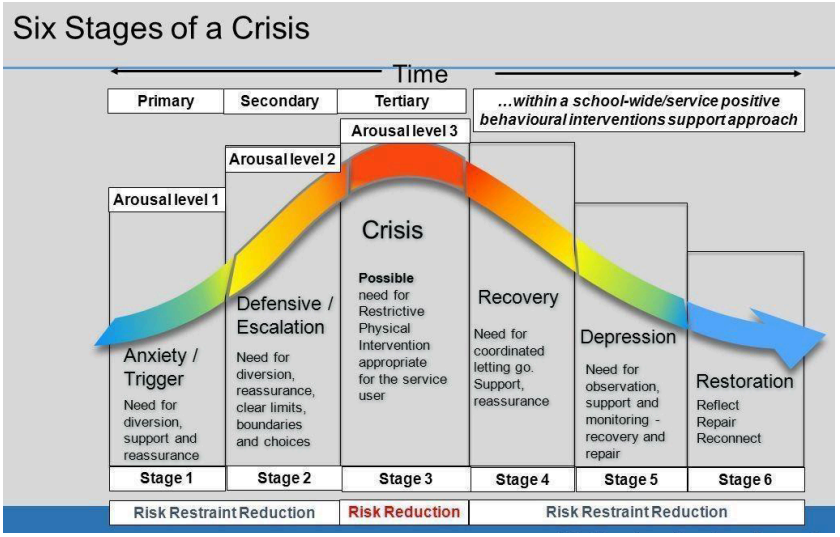
Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. At Westways we believe that relationships make the difference and understand that these take time to develop. Where instances of persistent, challenging behaviour occur, reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, senior leaders - including the Headteacher where appropriate - may meet with parents/carers to discuss a Positive Behaviour Plan for their child.

Positive Behaviour Plan

Parents/Carers are required to support the school by attending a meeting to agree a Positive Behaviour Plan for effectively managing challenging behaviour, together. Some children with specific SEND needs may need a more bespoke plan. It is tiered and follows a graduated response, consisting of:

- **Personal Profile:**
  - A page that captures the child's voice.
- **Individualised De-escalation Strategies:**
  - Bespoke to the individual children that are in line with Team Teach's 'Six Stages of a Crisis' (see diagram below.)

- **Risk Assessment:**
    - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed.
    - It identifies what measures can be put in place by the school to support the individual
    - This may also include a **Positive Handling Plan**, which aims to reduce the use of reasonable force and in line with Team Teach practice.



In all instances of **crisis behaviours** (e.g. violence, danger to self/staff/children, or vandalism), parents/carers must be contacted and the incident should be recorded on CPOMS. Members of the SEND Team and senior leaders will become involved to support the child and the class team. A plan will be made to enable the child to self-regulate. Restorative conversations must always take place after a crisis in line with the research regarding the 'Six Stages of a Crisis' (see diagram above.)

Children at risk of suspension and/or permanent exclusion

The following may be used to help manage the behaviour of children identified as being at risk of suspension and/or permanent exclusion:

- The school will engage in dialogue with the parent/carer to create a Positive Behaviour Plan (see above.)
- A child may have an internal suspension/isolation from their peer group for a fixed period of time with a staff member if exhibiting persistently challenging behaviour.
- A Family Common Assessment Framework (FCAF) may be completed.
- A referral will be made to the Local Authority Primary Inclusion Panel to access outreach support from behaviour specialists.
- A risk assessment will be written to support all staff working with the child.
- A meeting may be called to access further support with the Multi-Agency Support Team (MAST).
- Where preventative measures such as off-site directions or managed moves are considered, the school will seek and take into account the pupil's views (in line with their age and understanding).
- Temporarily requiring a pupil to remain off-site for safeguarding reasons (such as separating pupils following an allegation) is non-disciplinary and will be managed under safeguarding procedures, not as a disciplinary suspension or exclusion.

In other cases, a suspension may be used, and in extreme and rare circumstances, permanent exclusion, following DfE statutory guidance (i.e. DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', July 2026).

When might suspension and/or permanent exclusion be used?

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

(DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', September 2022)

Suspension

A suspension is where a pupil is temporarily removed from the school. All decisions to suspend are serious and only taken as a last resort or where the breach of this policy is serious. The Headteacher will consider the nature of the challenging behaviour when deciding upon the length of a suspension.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

(DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', July 2026).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for first or 'one-off' challenging behaviour.

Beyond the school gates

Community partnership and cohesion is extremely important at Westways. We expect pupils to take responsibility for their actions outside of the school.

All unacceptable behaviour and instances of bullying (including online) occurring anywhere outside the school, which have been witnessed by a staff member or reported to the school, will be addressed using this policy.

What is CPOMS?

CPOMS is a confidential online recording system for managing, monitoring and recording safeguarding and behavioural issues. Using CPOMS helps school to ensure that students are safe and fully supported. It allows staff to identify behaviour trends, develop appropriate strategies and manage behaviour more effectively. CPOMS also allows staff to discuss with students and their parents/carers their progress as well as monitor the effectiveness of any interventions.

Positive handling

Due to the complex needs of some of our pupils, we recognise that there may be a need, reflected in common law, for staff to physically intervene when there is an obvious risk to the safety of pupils, staff and property. Westways has adopted the term 'Positive Handling' to describe such interventions which follows an approach taken by an organisation named Team Teach. Some staff members are trained in the Team Teach positive handling programme. This approach encourages the use of de-escalation techniques for behaviour incidents.

Positive handling techniques will only be used when it is 'reasonable, necessary and proportionate'. Very occasionally, staff may have to use physical intervention to prevent a child from harming themselves or others (as set out in the DfE's 'Restrictive interventions, including use of reasonable force, in schools', April 2026 and the school's Physical Intervention Policy). This will be recorded on CPOMS and parents/carers are informed as soon as practical where this happens. When individuals are involved in an incident involving force, there are some working realities and likely consequences to this: *"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." George Matthews, Team Teach Founder*

Anti-bullying approach

We believe our pupils should be able to learn in a supportive, caring and safe environment without fear of bullying. It is acknowledged that bullying happens in all parts of society, is anti-social and can at times affect anyone. Bullying is unacceptable and is not tolerated at Westways. We challenge language and behaviour that discriminate against the protected characteristics in all instances (as set out in UK anti-discrimination law).

What is bullying?

We acknowledge that sometimes there are misunderstandings about whether or not behaviour is bullying behaviour or an incident that, whilst it is serious and must be dealt with, does not fall within the definition of bullying.

There are many definitions of bullying; at Westways we define it as:

- Behaviours deliberately meant to cause emotional or physical harm;
- Behaviours repeated over a period of time;
- Behaviours that deliberately cause an imbalance of power.

There are four main types of bullying:

- Physical – including hitting, kicking, etc.
- Verbal – including name calling, racist, sexist and homophobic remarks.
- Indirect – including spreading rumours, exclusion from play.
- Online bullying – bullying via the use of technology, particularly mobile technologies and the internet, to deliberately hurt or humiliate someone.

Although bullying via technology may occur between pupils beyond the school gates, we take a pro-active approach towards these behaviours to support those affected by using this policy.

Key principles

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils saying the same thing does not mean they are correct.
- Adopt a solution-focussed approach, which moves people on from justifying themselves.
- Support is provided for both the victim and the perpetrator of a bullying incident.
- Follow up repeatedly, checking the bullying has not resumed.

Expectations

- All incidents of bullying are taken seriously and acted upon.
- Any reported or potential incidents of bullying are investigated fairly as soon as practical.
- Accurate and clear accounts of any bullying incidents are recorded using CPOMS.
- A strategy is put in place and communicated appropriately to the children involved, their parents/carers and to any relevant staff.
- Governors, usually the Chair of Governors, are kept informed of any serious bullying incidents.
- Governors can respond to any requests from a parent/carer to investigate incidents of bullying by notifying the Headteacher, who will conduct an investigation into the case and report back to a representative of the governing body, normally the Chair of Governors.
- Parents/Carers and pupils support the school's anti-bullying approach.
- Parents and carers work positively with school to support changes to behaviour by not automatically dismissing the suggestion that their own child could be involved in the bullying of another child.
- Pupils take responsibility for their own behaviour, look out for others and play a full part in our school ethos in which bullying is regarded as unacceptable.
- All members of the Westways community support the school ethos, which makes bullying less likely.

Strategies to counter bullying behaviour

A range of strategies will be employed to support our anti-bullying ethos. This starts with class teachers providing a positive ethos in the classroom, as we believe that praise and positive recognition can reduce incidents of bullying. Other strategies that are employed are wide ranging and may include:

- Involvement in anti-bullying campaigns and other activities with outside providers;
- Activities delivered through our RHE curriculum;
- Assemblies that focus on anti-bullying messages;
- Peer mentoring;
- Inclusion team support/involvement;
- Specific/targeted adult supervision;
- Outside agency support.

Where bullying has taken place, appropriate measures will be used in line with the 'Challenging behaviour strategies and consequences' section of this policy. This will ensure the pupil being targeted is supported by actions to minimise future risk, restore self-esteem and confidence and put in place on-going support. The pupil displaying bullying behaviour will understand that their behaviour is unacceptable and that it has consequences; they are supported by actions to enable them to change their behaviour.

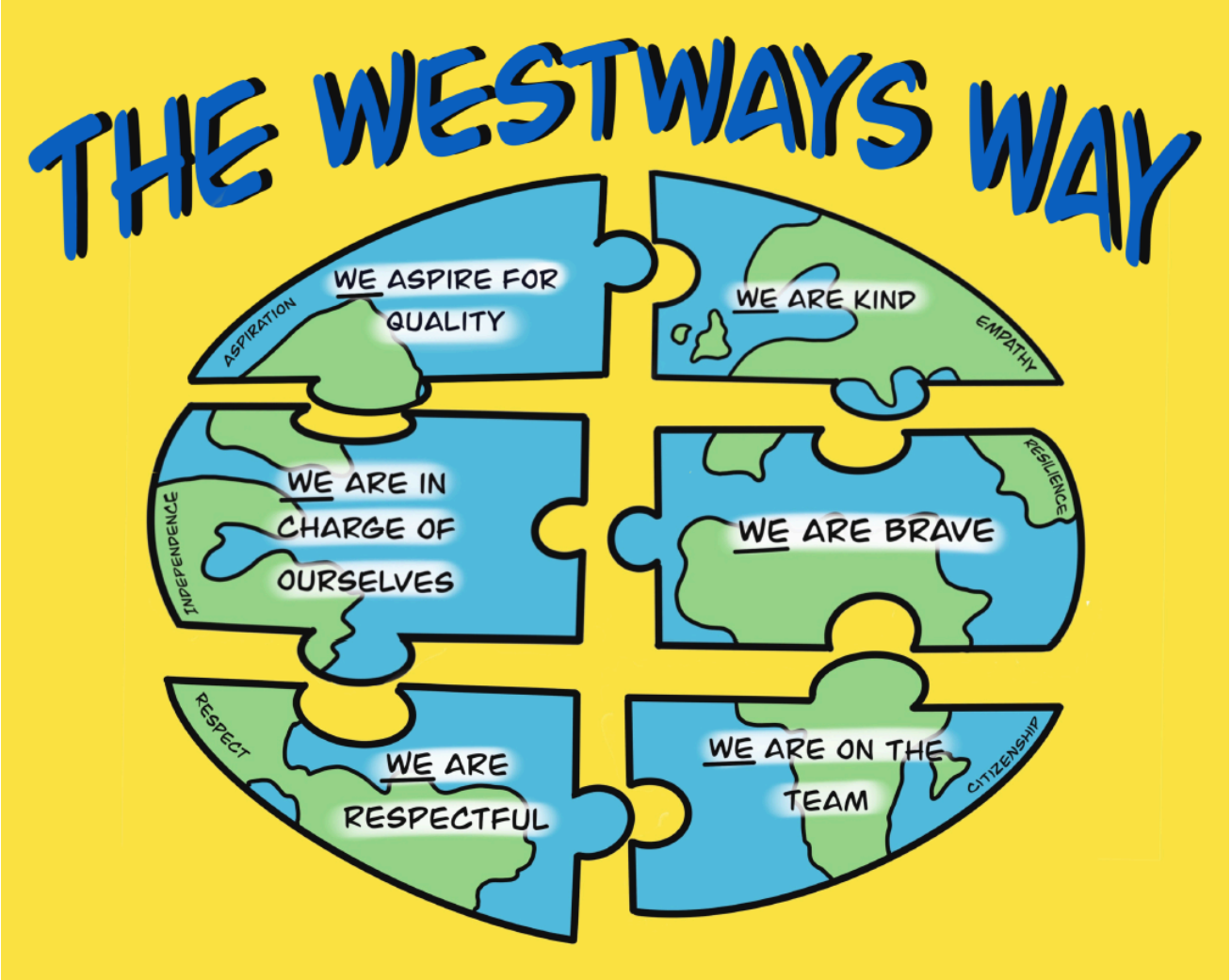
Equal opportunities

The staff and Governors of Westways Primary School will ensure that all children, irrespective of factors such as disability, gender, social or cultural background, religion or ethnic origin, are given opportunities to realise their potential. We know that a whole school behaviour and relationships policy that creates a positive atmosphere and teaches appropriate behaviour from whole school level, to class level and to individual level may still miss some individuals. Pupils with specific needs will be supported appropriately by all staff liaising with parents/carers, our SEND Team and SENDCo who will plan procedures for these children individually with the support of senior leaders. These will include Positive Behaviour Plans and other strategies considered to be appropriate for each individual.

Monitoring and review

The Headteacher and senior leaders are responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body. Consistency of use will, therefore, be monitored informally throughout the year.

Appendix 1 - The Westways Way

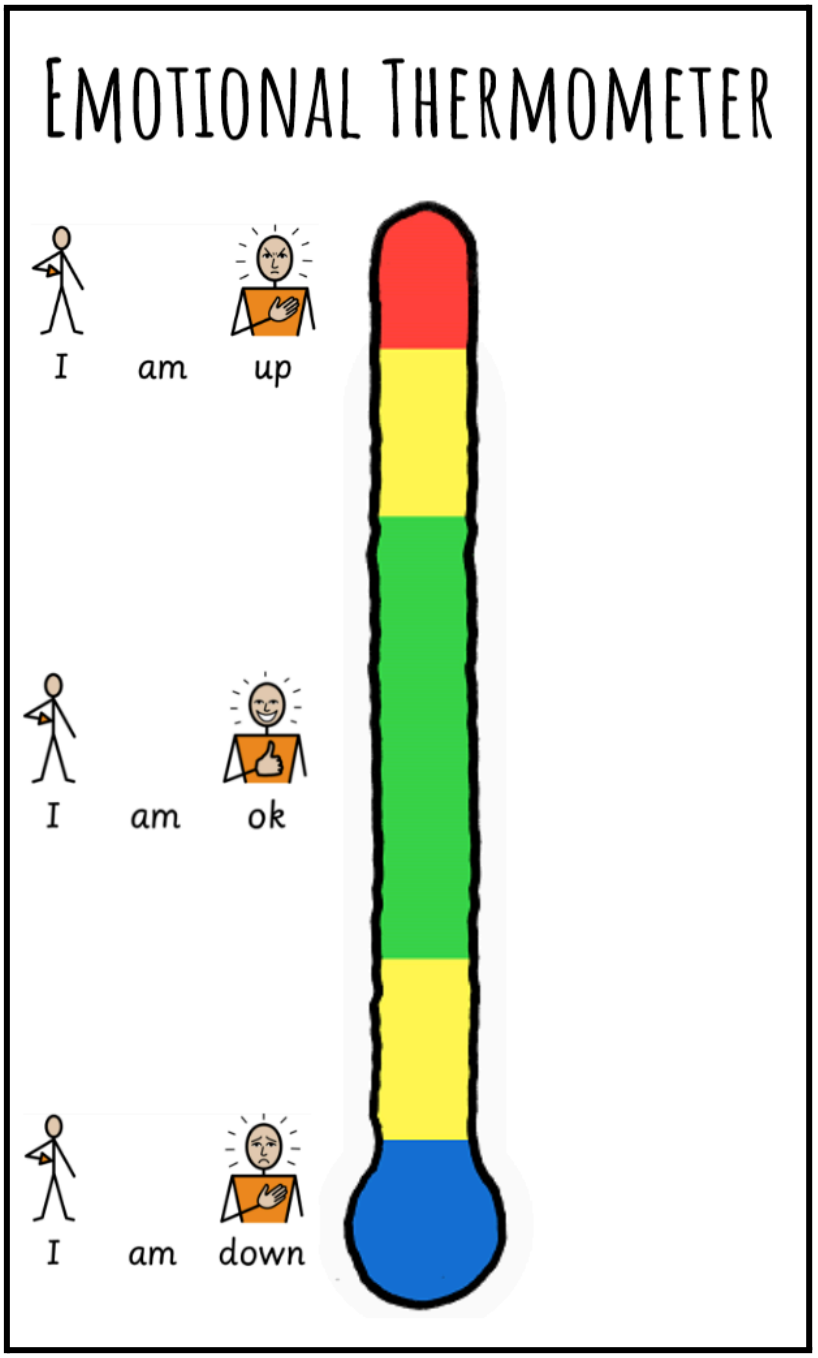
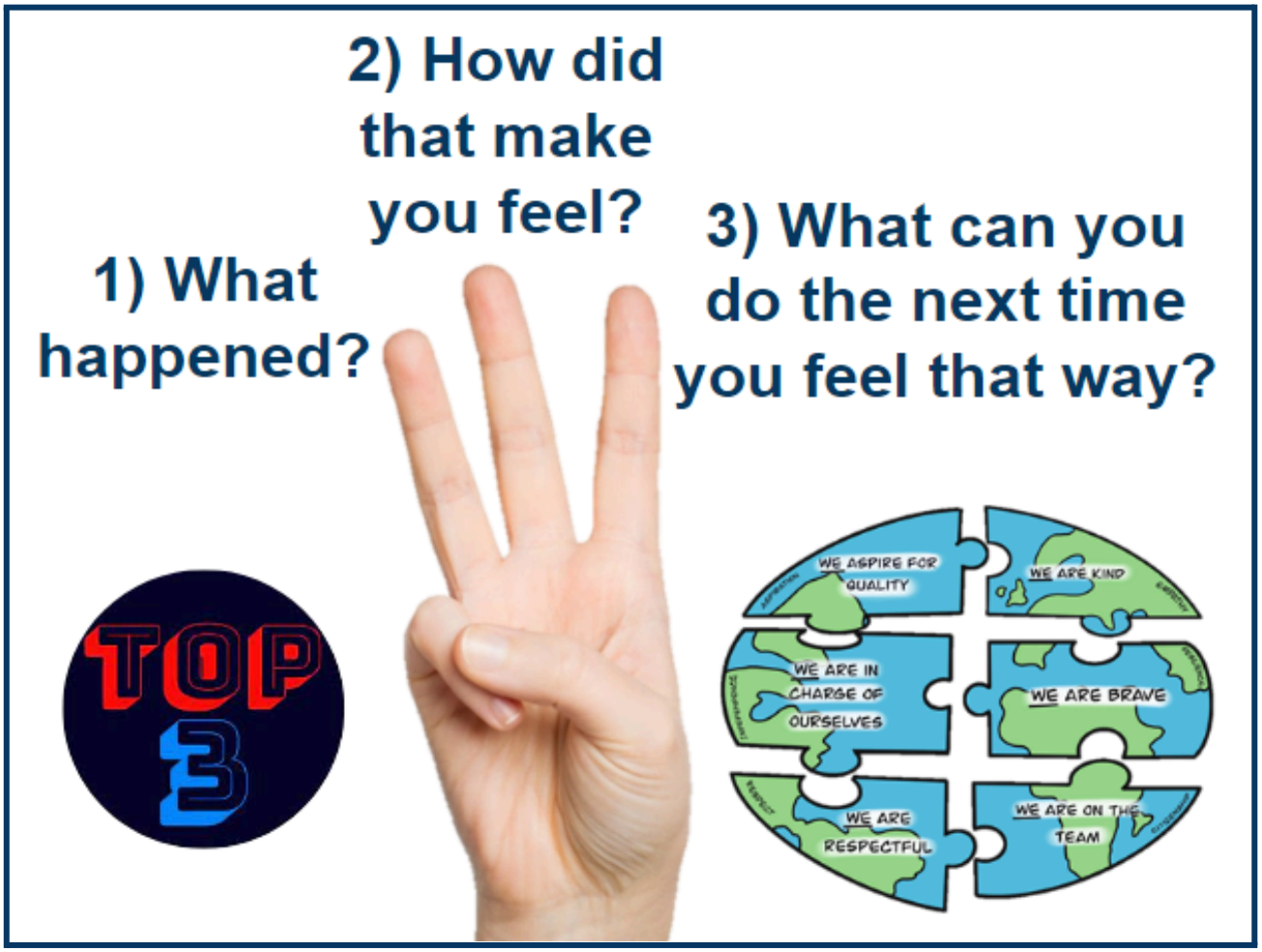


Appendix 2 - Creating supportive relationships

How to create supportive relationships		
• Teach the child not the curriculum • Believe in them • Know their names • Know something about them • Show you're interested in them as people not just as students • Smile frequently • Be warm • Unconditional positive regard • Respect and support interests • Do show and tell with adults and children • Be real for your learners • Be interested in them as people • Consistently kind • Say good morning • Take a genuine interest in them • Let them know a little about you • Engage with them during break time • Greet students as they arrive at the gate and classroom door • End the day on a good note (no grudges) • Care about them • Banter (as long as you have trust) • Have lunch with them • Kick a football around the playground with them • Skip with them • Seek to understand rather than to blame • Listen with the intent to understand rather than the intent to reply (S.Covey) • Aim to learn something new about them each and every day	• Each day is a new day • Earn respect rather than expect it • Be authentic • Don't take yourself seriously • Care about their welfare • Share your favourite film or band • Make time or you'll make excuses • Brag about them outrageously to others • Every child needs a champion • Never use sarcasm • There is always more than one perspective • Intention and attention is key • Tone of voice is important • Tell them your first name • Talk about your own kids • Share a pen or pencil • Say goodbye at the end of the day • Always preserve rewards • Show interest in their interests • Have a sense of humour • Mutual respect • Open communication • Be approachable • Be reflective • Smile from your heart • Pinch the occasional crisp (not the whole bag!) • Catch them at their best • Positive phone calls home • Have high expectations • Show empathy (not sympathy) • Look out for their sports teams results • Actively listen and then listen some more	• Don't take yourself too seriously • Create a safe environment • Develop and cultivate compassion • Say the “hard things” • The small things are the big stuff • Ask questions • Set boundaries • Step in without being asked • Know when to dial it back • Give consistently, receive occasionally • You create the weather in your classroom • Mutual respect • Welcome diversity • Be supportive • Initiate conversations • Honesty is key • Follow through and do what you say you’ll do • Compliment • Say thanks • Laugh • Be present • Be their biggest cheerleader • Let go of the past • Check in regularly • Be willing to learn from each other • Show ‘Botherdness’ • Remember important dates • Don't judge • Separate the behaviour from the person • Treat them fairly • Laugh with them • Remember their birthday • Learn to apologise

Appendix 3 - ‘Yes Way!’ Postcard

Appendix 4 - Emotional Thermometer



Appendix 5 - ‘Top 3’ restorative conversation questions