



Behaviour & Relationships Policy

2025 – 2026

Date written:	September 2025
Date agreed by Governors:	September 2025
Date to review:	September 2026

‘LEARNING FOR LIFE’

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

1. Statement of Intent

This policy aims to:

- Create a positive culture that promotes exemplary behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour (Link to Whiston Willis Way document).
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. What are good relationships?

In school we regard any relationship as good when: it is conducive to promoting the teaching and learning that takes place in school; that demonstrates abidance of school (and class) rules and regulations; that encourages children to be good citizens in their locality and the wider world; and that role models considerate, respectful and tolerant conduct.

Conversely, any relationship between pupils or between pupils and adults that disrupts learning (even low-level disruption), shows a lack of respect, tolerance or consideration towards others and impacts negatively on the school and wider community is regarded as a poor relationship, which needs to be challenged and corrected if possible.

3. Definitions

Poor behaviour is defined as:

Any behaviour that goes against our three core values of:

- Being respectful
- Being responsible
- Being safe

Serious misbehaviour is defined as:

- Repeated incidents of behaviour against the three core values of Whiston Willis
- Any form of bullying
- Physical assault
- Racist, sexist, homophobic or discriminatory behaviour
- Fighting
- Sexual harassment or violence, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting;
- Physical behaviour like, inappropriate touching, interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or theft
- Possession of any prohibited items.

4. Roles & Responsibilities

The Local Governing Board:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The LGB monitors behaviour incidents and holds leaders to account for the management of behaviour at Whiston Willis.

The Principal and Vice Principal:

The Principal and Vice Principal(s) are responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from behaviour logs (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

Staff Expectations:

Staff must remember that pupils see adults as role models, and they will be constantly learning appropriate responses for interactions within the school environment. All staff must be positive in their approach to children and strive to establish positive relationships. Negativism leads to conflict and confrontation. All staff must be courteous, polite and considerate towards the children and each other. This is the recognition that we are a strong role model for our children and as such must display good relationships with and attitudes towards each other that we would hope to see in the children.

Staff should:

- be relaxed but also firm and fair in dealing with all children (be consistent with all children);
- teaching pupils directly the behaviour expectations outlined in 'The Whiston Willis Way';
- be alert to racism, homophobia and misogyny, and avoid stereotyping and sexism;
- avoid humiliating children;
- take responsibility for establishing positive relationships with all pupils in school and not just those they are immediately responsible for;
- strive to build and maintain positive and respectful relationships with pupils and parents;
- communicate effectively and promptly poor behaviour of pupils to their parents (process outlined in Reflection section);
- be approachable, tolerant and professional in their dealings with children;
- remain calm (if you become angry and raise your voice, the child might well follow your response and react in the same way);
- consider their own behaviour on the school culture and how they can uphold school rules and expectations;
- record behaviour incidents promptly using CPOMS;
- be fair and just.

Staff must avoid:

- raising their voice to give a loud public reprimand;
- sarcastic remarks;
- aggressive reactions to minor incidents;
- forgetting to praise good conduct and good examples of role modelling;
- punishment of whole groups (the innocent resent these);
- punishments which humiliate pupils;
- inappropriate punishments and rewards;
- criticising the child - criticise the conduct and explain how it adversely affects relationships.

There must be continuity, consistency and a common approach in dealing with problems. A framework for action is included in this document.

Parents & Carers:

Parents and carers, where possible, should:

- get to know the school's behaviour policy and 'Whiston Willis Way' and reinforce it at home where appropriate;

- support their child in adhering to the school's behaviour policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils:

Pupils will be directly taught and/or made aware of the following to enable them to commit and contribute to a positive behaviour culture:

- the expected standard of behaviour they should be displaying at school;
- that they have a duty to follow the values of the school, The Whiston Willis Way and behaviour and relationships policy;
- the school's key rules and routines;
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- the pastoral support that is available to them to help them meet the behavioural standards;
- pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate;
- pupils will be supported to develop an understanding of the school's behaviour policy and wider culture;
- pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour and relationships policy;
- extra support and induction will be provided for pupils who are mid-phase/mid-year arrivals.

5. Promoting Good Conduct

Staff need to be positive and build good relationships with the children. Keeping calm in all situations helps to reduce tensions and using humour can help to build bridges. It is essential for all teachers to accept and follow the outline of good practice set out below:

- set high standards;
- apply boundaries firmly and fairly;
- give and receive respect;
- treat everyone as an individual;
- be consistent in your approach (always reward/praise good conduct and use strategies within this policy to give sanctions for poor conduct);
- have rules on display in each area of the school;
- make children aware that their actions have consequences.
- model language and expectations outlined in 'The Whiston Willis Way'.

6. Responding to Behaviour

When addressing a problem around relationships and conduct towards each other, it is imperative to listen to all sides in order to find out what happened before.

So:

- avoid confrontation;
- listen;
- establish the facts and record them if necessary
- help pupils to understand that fostering poor relationships impacts on others
- encourage them to reflect on the feelings of others
- give children time to reflect on their own conduct (allowing regulation time if required)
- offer children the opportunity for reconciliation i.e. restorative justice.

Teaching and Learning:

A teacher needs to be effective in the classroom as this is considered the most important place in the education system. Whiston Willis' Teaching and Learning Policy & Teaching and Learning handbook sets clear guidelines outlining the approach to teaching and learning throughout the school.

Promoting Positive Relationships Within and Attitudes towards Work:

Children have an entitlement to work in a positive learning environment. If any child prevents another from working then this is considered to be undesirable conduct and a warning should be given. It is the responsibility of the school to ensure that our pupils are exposed to a "Climate conducive to learning" and nothing less. All children should be made aware of this commitment.

Classroom Management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- be a positive role model in all they do;
- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the behaviour curriculum or their own classroom rules;
- develop positive relationships with pupils, which may include: greeting pupils in the morning/ at the start of lessons, establishing clear routines, teach directly and communicating expectations of behaviour consistently (Whiston Willis Way), highlighting and promoting good behaviour, concluding the day positively and starting the next day afresh, having a plan for dealing with low-level disruption, using positive reinforcement.

Responding to Good Behaviour:

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- verbal praise and recognition;
- communicating praise to parents through conversation or written postcard of praise;
- recognition in whole school assemblies including certificates;
- positions of responsibility, such as prefect status, play leader etc.;
- whole class rewards such as a popular activity.

Responding to Poor Behaviour:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- a verbal reprimand and reminder of the expectations of behaviour;
- expecting work to be completed at break or lunchtime;
- 'reflection' at break or lunchtime;
- loss of privileges – for instance responsibilities, representing the school etc.;
- referring the pupil to a senior member of staff;
- conversion, letter or phone call home to parents;
- agreeing a behaviour contract/ behaviour home school book;
- removal of the pupil from the classroom;
- suspension;
- permanent exclusions, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7. School Behaviour Curriculum: The Whiston Willis Way

The Whiston Willis Way provides a further breakdown of expectations for all pupils.

https://www.whistonwillis.co.uk/academy_information/policies/

8. Strategies to Promote Positivity

Class Rules:

Within each classroom, the teacher and the children will begin the year by explicitly teaching and modelling the expectations listed in 'The Whiston Willis Way'. All class members should have ownership of these expectations, which will be displayed on Personal Development displays outside each classroom. Expectations are limited in number, worded positively and may be applied at all times throughout the day. They may be changed during the year to reflect the needs of the class.

Staff will ask those who make poor choices in their conduct to apologise for their inappropriate actions/attitude; apologise to fellow pupils for preventing them from learning and to staff for preventing them from teaching.

Positive Recognition:

Whole School:

Children can be rewarded with verbal praise, stickers or postcards of praise by any member of staff as a reward for evidencing positive relationships, actions and attitudes. Two children from each class will be awarded with a certificate at each Friday celebration assembly for setting a good example and being a positive role model to others.

In Classrooms:

Class teachers should choose the type of positive recognition that they feel most appropriate for their particular class. Good conduct and an improved conduct should always be recognised and praised. These can include:

- Praise: praise from the teacher is used to encourage pupils to conduct themselves appropriately. Individual praise is the most effective way to motivate pupils. Teachers must remember to verbally reinforce positive, appropriate conduct and attitudes.
- Special Privileges: at the discretion of the class teacher, pupils will be allowed to take part in an activity that they particularly enjoy.
- Positivity Awards: visible awards are given to reinforce positivity. These may take the form of stickers and /or postcards or praise. All class teachers should offer verbal praise throughout the week for recognition of building positive relationships through their conduct and attitude.
- Whole Class Reward Systems: these show pupils the importance of working together in a co-operative manner to achieve a common goal, such as good attendance. Teachers must choose a class reward that is something the children will want to work towards but is at the same time acceptable to them. Once the class or individual pupil has earned a reward, they should not be taken away for poor behaviour choices. (It is recognition of good conduct only).

9. Dealing with a Disciplinary Matter within the Classroom:

The majority of disciplinary matters in the classroom are minor and will be dealt with by the class teacher. In the first instance, teachers use the 'The Whiston Willis Way' to recognise when behaviour and attitude to learning need to be improved, allowing children to self-regulate through the use of classroom toolkits. It is the class teacher's responsibility to maintain good order and discipline in the classroom (see Conditions of Service and Teacher Standards 2013). All staff must work hard at maintaining this good order and strive to develop good practice in this area. If there is a recurrent problem within a class, teachers should consider the following areas:

The physical organisation of the classroom:

Is the room organised to maximise:

- *accessibility of materials;*
- *ease of movement;*
- *positive interaction;*

- *is the room stimulating?*

Does the work match the needs of the child?

e.g. Is the task too easy?

Is the task too difficult?

Is the work inadequately planned?

Is the style of teaching appropriate?

Does the task consolidate or extend in an appropriate way?

Has the task been presented in an interesting way?

Does the child know the purpose of the activity?

If a child is under-stimulated or bored, there may well be a problem. If a colleague refers a problem to a senior member of staff, it is likely that issues around differentiation may be addressed first. We believe that our expectations should be high but realistic.

Please note that fighting will always be viewed as a serious breach of conduct expectations and it should be made clear to all pupils that it is totally unacceptable. Parents must be informed if their child has been involved in a fight.

10. Action for children whose conduct is deemed as inappropriate:

These actions are listed in the order in which they are to be imposed for disruptive behaviour within a day. The hierarchy is progressive, becoming gradually more substantial.

1. First Warning – state that this is their first warning and the reason for the warning. Ensure that it is clarified with and understood by the child. Explain that their behaviour is unacceptable and does not meet the expectations of school and is leading to negative relationships between pupils/and or adults. Explain that further inappropriate behaviour will result in further actions. If behaviour improves, no further action need be taken.

2. Self-regulation – give the child the option of 5 minutes within the class to calm down in a quiet part of the room or at their table with a concentration tool from the class toolkit.

3. If poor behaviour choices continue, issue a Second Warning – state that this is their final warning and that the reason for the warning is due to their continued poor behaviour choices. Explain that further inappropriate behaviour will result in an escalation of actions. If behaviour improves, no further action need be taken.

4. If the child fails to act in an appropriate and expected way after the second warning, send for a member of the SLT. The child will spend some time in 'Reflection' as a result (see below).

Similar actions will be instigated for pupils who fail to complete tasks in the allotted time during lessons as this also falls short of accepted expectations of conduct.

Incidents whereby children break one of our key values: Be Responsible, Be Respectful, Be Safe, will result in reflection; no warning is needed.

Warnings should be delivered in a clear and controlled manner and make clear to the child which rule has been broken and how they are not meeting expectations. Incidents during break or lunchtime should be fed back to class teachers. Remind children of our conduct within 'The Whiston Willis Way'.

The needs of certain children are such that the 'Warning System' is not as instantly effective and they may require more reminders of how to behave. This is at the discretion and understanding of class teachers.

For some children a specific Pastoral Support Plan (PSP) may be put in place for greater impact. If a child is causing disruption regularly e.g. daily, then this should be brought to the attention of SLT so that appropriate action may be taken for greater impact. Persistent disruption of the learning of others or failure to comply with staff requests, may result in a fixed term exclusion.

11. Reflection

Teaching staff have been authorised to give pupils reflections during break time and lunchtime. Children who continue to cause disruption in the classroom, fail to attempt/ complete work, or fail to adhere to the Whiston Willis Way, will be asked to spend time in 'Reflection'. If pupils are not meeting the expectations relating to conduct and engagement in the early morning session, they should attend Reflection during the break time of that day; if they fail to meet expectations during the late morning or afternoon session, they should attend Reflection during break time of the following day. Incidents that occur during break time or lunch time should be fed back to class teachers. The purpose of Reflection is for pupils to consider their conduct and discuss with their class teacher (or SLT depending on severity) how it could be improved, reminding children of the expectations of the Whiston Willis Way, and to provide a quiet working environment where pupils can catch up with work missed.

Incident reports of poor conduct will be completed electronically by staff on CPOMS, using the category 'Behaviour' and 'Reflection Time'. During Reflection, children may complete a reflective task relating to the incident, this too will be recorded on CPOMS.

If a child requires Reflection regularly (e.g. weekly), then this should be brought to the attention of SLT so that appropriate action may be taken for greater impact. Persistent disruption of the learning of others or failure to comply with the Whiston Willis Way and staff requests, may result in a fixed term exclusion.

Escalation Process:

Behaviour:	School Response:	Evidence:
First incident	Reflection with class teacher	Recorded on CPOMS
Second incident	Reflection with class teacher and a conversation with parents/ carers at home time	Recorded on CPOMS
Third incident	Reflection with class teacher and a meeting with parents/ carers and class teacher to discuss behaviour	Recorded on CPOMS
Forth incident	Reflection with SLT and class teacher	Recorded on CPOMS
Fifth incident	Reflection with SLT and a phone call to parents/ carers from SLT to discuss behaviour	Recorded on CPOMS
Sixth incident	Reflection with SLT and meeting with parents/ carers to discuss persistent behaviours	Recorded on CPOMS
Seventh incident	Parents/ carers to meet with Principal to discuss risk of fixed-term exclusion and possible involvement of external agencies	Recorded on CPOMS

Serious offences such as bullying, physical violence or abusive language will result in the child being sent directly to the Principal/ Vice Principal and parents/ carers will be informed. Such incidents will be formally recorded and the school is required to report such incidents termly to the governors.

For more serious or recurrent offences, parents/ carers will meet with the Principal/ Vice Principal, class teacher and the SENDCO if this is felt necessary. At this meeting, appropriate strategies will be put in place which may include; a Pastoral Support Plan (PSP), a home/ school liaison book, referral to an outside support agency or a member of the school pastoral team.

12. Special Educational Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour choices may be differentiated to cater to the needs of the pupil. In collaboration with staff and parents, our SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Adapting sanctions for pupils with SEND:

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

Considering whether a pupil displaying challenging behaviour may have unidentified SEND:

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, Behaviour Outreach service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan:

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

13. Confidentiality

Although behaviour incidents may be apparent to other children the steps taken by the school beyond the warning system may not be so publicly apparent. We respect the confidentiality of all children involved in any of the school's relationship management strategies, and their families. No information about a child should be shared with another child or the parent/carer of another child. Following our Mission Statement and working within the school ethos, we rely on other parents/carers also respecting the confidentiality of those involved in such situations. We ask that they trust the school to take action as required. Our aim is to build positive relationships between children and other children; between children and adults; and between home and school – confidentiality is integral to this.

14. Different Levels of Poor Conduct Choices

Low Level Poor Conduct:

- Swinging on chair
- Shouting out
- Talking over the teacher
- Tapping so as to distract others
- Arguing with each other
- Walking around the classroom

These types of events can be managed by adults in situ.

Mid-Level Poor Conduct:

- Refusal to do as was asked
- Aggressive language conversation
- Answering back
- Hurtful comments
- Throwing small objects
- Showing disrespect
- Disrupting people

These types of events can be managed by adults in situ but should be reported to SLT.

High Level Poor Conduct:

- Swearing at another person
- Deliberately causing harm (physical or emotional)
- Fighting
- Racist, homophobic or misogynist words or actions
- Bullying

- Absconding
- Disrupting the class to the extent that learning has stopped
- Throwing larger objects

These types of events should be reported to a member of SLT to deal with.

15. Child-on-Child Abuse

We have a whole school approach to child-on-child abuse (all staff have been provided with a copy of the school's Whole School Approach to Child-on-Child Abuse September 2022 and it has formed an integral part of safeguarding training to staff). We have a zero-tolerance approach to sexual violence and sexual harassment. We do not view offensive language or behaviour as banter, or children being "jokey" or "just part of growing up." It is the responsibility of ALL staff to challenge such attitudes and language, explain to pupils why it is not acceptable and report it to the DSL who may report to parents. This can include actions that happens outside of school or online. If it is deemed serious enough, school may make referrals to children's social services or even the police.

16. Sexual violence, sexual harassment and child-on-child abuse

Staff have been trained to recognise that children are capable of abusing other children and that not all children will find it easy to tell staff about their abuse verbally. All victims are reassured that they are being taken seriously, and will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: bullying (including cyber bullying), serious violence, gender-based violence/sexual assaults and sexting (youth produced sexual imagery).

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter', 'having a laugh' or 'part of growing up' as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues.

A "Record of Racial, Homophobic, Misogynist and Bullying Incidents" (including sexual violence and harassment) form will be completed by a member of the Designated Safeguarding Team on the day that they are made aware of the incident. A log is kept of such incidents. If there is a repetition of incidents, whole school/class assemblies, requests from external agencies (such as Community Police Officers), liaison with the school's PSHE lead to individualise lessons are considered to address the matter in addition to individual interviews with pupils and parents/carers. It will be stored electronically by the DSL and a paper copy is to be printed off and kept on the DSL's Safeguarding File. If the incident concerns verbal abuse, parents of both the victim and perpetrator will be contacted immediately to discuss the incident.

Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be may also be targeted by other and harassed or assaulted.

Victims of child-on-child harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

17. Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

18. Links with other policies:

This behaviour and relationships policy is linked to the following policies:

- The Whiston Willis Way
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying policy
- Staff code of conduct
- Teaching & Learning policy