



Relationships and Behaviour for
Learning Policy
2025-2026

‘Connect before Correct’

1. Introduction

South Wigston High School recognises that strong relationships and excellent learner behaviour are integral to achieving our strategic intent, ensuring that all learners attain highly and secure strong outcomes in all subjects.

We believe that learner behaviour should be understood and can be managed and enhanced in order to enable learners to access learning. As such, this policy is:

- Rooted firmly in our **South Wigston Learning Heart-BEAT** and **South Wigston DNA**
- Dedicated to being inclusive and supporting all children, including those displaying social, emotional and mental health (SEMH) difficulties
- Committed to establishing a **trauma-informed approach** through understanding, identifying, and acting upon the needs of all members of the school community
- Essential in establishing **high expectations** of behaviour in and out of classrooms
- Vital in promoting a **restorative approach** to managing behaviour

2. Objectives

We promote a positive culture and encourage all staff and learners to develop responsibility to themselves, the school, and the wider community. This is achieved through governors, staff, learners, parents and carers working together, *as one*, to:

- 2.1 Provide a calm, purposeful and happy atmosphere conducive to great learning
- 2.2 Foster tolerance and understanding within a truly inclusive environment
- 2.3 Outline *The South Wigston Way for Behaviour for Learning*
- 2.4 Celebrate and value achievements at all levels
- 2.5 Enable learners to recognise and appreciate appropriate behaviour
- 2.6 Clarify behavioural boundaries and the relationship between actions and consequences
- 2.7 Embed a restorative approach to building healthy and safe relationships
- 2.8 Implement a mental health and trauma-informed approach to behaviour

Statutory and National Guidance

This policy is based on DfE guidance including:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping children safe in education 2024.pdf](https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Restrictive interventions including use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3. Scope

3.1 This policy applies to **all stakeholders**.

4. Key Principles

4.1 Applies to all learners and staff and is rooted in our Learning Heart-BEAT and DNA

4.2 All staff and learners understand rewards and consequences

4.3 This policy must be read alongside:

- Equality and Diversity
- Safeguarding
- Teaching and Learning

5. Roles and Responsibilities

5.1 Learners

Learners are expected to:

- Listen and respond appropriately
- Use respectful language
- Accept responsibility and consequences for their actions

5.2 Parents and Carers

Parents and carers:

- Support school expectations and behaviour standards
- Prepare learners appropriately for school
- Engage with rewards and consequence systems

5.3 Governors

Governors:

- Uphold and review this policy

5.4 Staff

All staff:

- Uphold *The South Wigston Way for Behaviour for Learning*
- Apply trauma-informed and restorative practice
- Act in a child-centred, learning-focused way
- Use behaviour data to improve classroom practice

5.5 Leadership

- The Vice Principal for Climate and Culture oversees monitoring
- All line managers ensure compliance and accountability

6. Where the Policy Applies

6.1 Applies to all learners on roll

6.2 School authority extends to:

- Off-site activities
- Learners identifiable as South Wigston pupils
- Travel to and from school
- Behaviour impacting school safety or reputation

6.3 We work closely with police and external agencies

6.4 Online and social-media abuse is addressed appropriately

7. Impact on Workload and Working Hours

7.1 PPA time (10%) is protected in line with the Workload Agreement

7.2 CPD is allocated within directed time to support effective classroom practice

8. Monitoring and Evaluation

8.1 Implementation is monitored through line management and QA processes

9. Our Commitment: Protect, Relate, Regulate, Reflect

9.1 Protect

- Safe, nurturing environments
- Emotionally available adults
- No shouting, shaming or criticism
- Meet and Greet / End and Send practices

9.2 Relate

- Trauma-informed understanding
- Repeated relational opportunities
- Teaching conflict resolution and wellbeing

9.3 Regulate

- Connect before Correct
- Praise, Walk and Talk, trusted adults
- Stress-reducing strategies

9.4 Reflect

- Restorative justice
- Empathy, listening, emotional literacy
- Expressive and therapeutic supports (e.g. ELSA)

10. The South Wigston DNA

Our three core values:

- **Ambition**
- **Determination**
- **Respect**

These values underpin all behaviour expectations and rewards.

DNA Points and Rewards

- Points awarded by staff
- Tiered badge awards: Bronze to Diamond
- Termly and subject-specific recognition
- Learner and year-group rewards

11. Behave to Learn – The South Wigston Way

High expectations, consistency, restoration, and trauma-informed teaching underpin classroom practice including:

- Meet and Greet
- Seating plans
- Common language
- Praise and reward
- Accurate logging
- Calm, orderly endings

12. Classroom Management

- Clear routines taught and reinforced
- Learning Heart-BEAT system applied consistently
- Detentions, reports and internal suspension when required
- Parents informed via SIMS and Reach More Parents

13. Serious Incidents

Includes, but not limited to:

- Violence, abuse, discrimination
- Weapons, substances, theft
- Sexual misconduct
- Online abuse

Sanctions are proportionate and investigated thoroughly.

14. Out of Classroom Behaviour

Learners are expected to:

- Move calmly
- Be punctual
- Stay on site

- Act as ambassadors for the school

15. Social Time and Travel

Safe, respectful behaviour is expected at all times.

16. Fully Inclusive Intervention

- Early intervention
- Restorative meetings
- Graduated support
- Internal and external agency involvement where appropriate

17. Working in Partnership with Parents

- Shared responsibility
- Clear communication
- Support for families
- Consistent expectations for all learners

18. Unacceptable Behaviour

All abusive or discriminatory behaviour is taken seriously and addressed appropriately.

19. Managing Difficult or Aggressive Behaviour

- De-escalation strategies
- Trauma-trained staff
- Reasonable force used only as a last resort

20. Zero-Tolerance: Sexual Harassment and Violence

- All incidents investigated
- Safeguarding procedures followed
- Case-by-case responses
- External agencies involved where appropriate

21. Searching Learners

- Conducted in line with DfE guidance
- Authorised staff only
- Full records kept on CPOMS

22. Restrictive interventions, including use of reasonable force

Although our Academy aims to focus on positive behaviours, at all times, there are unfortunately occasions when some learners may display unacceptable or inappropriate behaviour that could be disruptive or deemed dangerous to other learners and staff, which make them feel emotionally and physically unsafe. When this happens, we may need to use alternative strategies to reduce risk and intervene to ensure the safety of all. This will be in accordance with the DfE Restrictive Interventions, including use of

reasonable force, in schools. The Academy will always endeavour to exhaust all other options before a decision is taken to use this intervention

23. Consequences

May include:

- Detentions
- Internal suspension
- Alternative provision
- Fixed-term or permanent exclusion

24. Detentions

- Logged on SIMS
- Communicated to parents
- Non-negotiable timing (with exceptions agreed)

25. Preventative Education

- PSHE and RSHE
- Zero tolerance of harmful behaviour
- Preparation for life in modern Britain

26. Restorative Approaches

- Focus on accountability
- Repairing harm
- Positive future outcomes

PLEASE NOTE

This policy should be read alongside the Learning without Limit Academy Trust's **Suspensions and Exclusions Policy**.

The South Wigston Pledge

I will always, to the best of my ability, demonstrate the South Wigston DNA during my years here.

I will have ambition to achieve the best for myself and others:

- I will have high expectations of myself and others and will dare to dream.
- I will make the most of every opportunity offered to me; I will take great pride in my work, demonstrating drive to do well in all aspects of school life.
- I will acknowledge my own talents as well as appreciating and celebrating the talents of others.

I will have determination to overcome barriers and achieve success:

- I will support the creation of a positive environment where: mistakes are embraced; we support one another; we find solutions and we never give up.
- I will meet challenges positively and with resilience and perseverance.
- I will have the tenacity, to stick at a task, showing independence and knowing when to ask for help.

I will have respect for myself and others:

- I will be positive, polite and respectful when I communicate with others.
- I understand that bullying and unkind words are not tolerated in our school.
- I will be kind and empathetic to all members of our community. I will stand up for others and ensure that everyone is included, accepted and celebrated for who they are.

I will endeavour to be an ambitious, determined and respectful role model always striving to give a good impression of myself and the place where I learn.

LEARNING HEARTBEAT - 'Behave to Learn'

FOCUS



Meet & Greet



Praise



Frontload



Access



Timers

RESET— You will need to listen to the instructions being given to you. Your behaviour is stopping the learning taking place.



Pause



Take up



Proximity



Non verbal



Ignore



Rules

S1

Focus on the tasks you have been set. Work hard to avoid further escalation. No further action will be taken at this point.



Discrete discussion



Assertive



Choices



Check in

S2

You have now received negative points, this log will be sent to your parent or carer. Take responsibility for your actions and allow others to learn.



Move seat



Private



Support

S3

You are stopping others from learning, you will now go to another room, receive a 30 minute detention tomorrow, and this log will be sent to your parents or carers.

OUR LEARNING EXPECTATIONS

I will always, to the best of my ability, demonstrate the South Wigston DNA because... 'Learning is the heartbeat of our School' 

AMBITION
I will have ambition to achieve the best for myself and others.

I will make the most of every opportunity offered to me by taking great pride in my work and starting tasks straight away

DETERMINATION
I will have determination to overcome barriers and achieve success.

I will support the creation of a positive environment by sticking to activities and not disrupting the learning of others

RESPECT
I will have respect for myself and others.

I will be positive polite and respectful by listening carefully to staff and others and by following instructions given by staff



“My instruction is...”



South Wigston High School INCLUSIVE Support Guide – 2025-26 - 'Part of our Learning Heartbeat'



1	Inclusive, Ambitious Curriculum	'The Pledge'	Meet, Greet & Eat
	Focus Toolkit	Progress Testing – English, Maths & Science	SLG – Student Improvement Groups
	Learning Cycle	Relationship Policy	DNA Check-in
	DNA – Character Education	Implementation Folders	Literacy Curriculum
	DNA Rewards	Maslow vs Blooms Taxonomy	Progress Evenings
	Learning Heartbeat	PD Curriculum	DNA Showcase
	NGRT	Assemblies	Daily Reading Programme
	CATs	Standards Gate	Attendance Curriculum
	Dare to Dream	First, First, First	RABs
	BERA	Subject Ambassador Programme	Bespoke CPD
	PD Review – Key Focus Inclusion / Attendance	What's Going on in the World	Adaptive Toolkit
	Transition	Meet and Greet – Checking on the door	Praise – Meeting expectations
	Frontload – Expectations & Reward	Access	Timer
	DNA Days	Unapologetically Me	Careers Programme
	End & Send	Feedback	DNA + passport
	Pastoral Support Workers	Rainbow – Dog Therapy	Home Visits
	Strat Mats	Work Experience	Environment developed to support psychological safety
CORE Referral service- Learners are referred to the CORE team, who represent specific areas of the school, this includes Safeguarding, Attendance, Pastoral, and SEND			
2a	Set for Success	Morning attendance call	Fresh Start
	Sports Leaders	Yoga	Direct Instruction
	Parental/ Carer meetings	Boxing Intervention	Key Worker Programme
	Subject Leader intervention	MoMentum	Handwriting Intervention
	32C	SLIP / LIP Inclusion Forum	Talk About
	Tutor DNA Report	ELSA	Rainbow – Dog Therapy (Targeted learners)
	HOY DNA Report	Literacy Gold	Bespoke Timetable
	Safeguarding Education Package	Pastoral Support Plan (PSP)	Faculty DNA Report
	Lego Therapy	Targeted Home Visits	Travel Training
	Zones of Regulation	Emotional Big Draw	Social Skills
	Sand Play	Risk Assessment	Pupil Passports
2b	SALT	EP	Counsellor
	Exact	Turning Point	Early Help
	PME Referral	Teen Health	SLIP/ LPS – Tier 2
	Soilhull parenting meeting	ENSTRUCT – Environmental	LA Attendance Team (NRI)
	Reduced Timetable	Quiet Room	CMN Referral
3	Joint Planning Meeting	Phoenix Centre 2-Week Circuit Breaker	Phoenix Centre 6-week Programme
	Alternative Provision	MST	SLIP/ LPS – Tier 3
	Social Worker		