

Positive Behaviour and Relationships Policy

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Positive Behaviours and Relationships

1. Introduction and Context

Context: The Academies for Character and Excellence – Vision, Values and Curriculum

The approach we take to promoting Positive Behaviours and Relationships is anchored in the Trust's vision, values and curriculum.

The Trust's vision aspires to excellence in everything that we do in school, and how this is achieved through cultivating character, sharing talents and pursuing innovation.

Supporting positive behaviours and relationships is directly shaped through this – be it through our programme of character education, through how our staff within and across schools work together to continually improve the approach to positive behaviour, to how we positively embrace new approaches to help our pupils develop [discipline and self-control]. This is reinforced through the Trust's values such as acting with integrity, equity and uncompromising excellence.

Our Curriculum focuses on achieving three main outcomes for our children, which are shown below:



Positive behaviour and relationships are reinforced throughout the delivery of all three aspects of the curriculum. For example, by supporting pupils to develop character values – such as taking responsibility and supporting others, and through developing their metacognition (self-awareness and self-reflection).

The first stage in our approach to positive behaviour and relationships is therefore *proactive*: through teaching, modelling and experience, we want to ensure our children are able to develop self-discipline, and excellent behaviour and kindness to, and empathy of, others.

The remainder of this policy builds on the vision, values and curriculum implementation to help ensure that school is a happy and positive place for all pupils in our care.

Purpose

The purpose of this policy is to promote very positive behaviours and relationships between all members of our school with a view to:

- promoting, among pupils, relational awareness of themselves and others.
- promoting self-discipline and an understanding of the need for rules.
- encouraging excellent behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.

Policy Aims

As part of our ACE approach to promoting positive behaviours, we believe that teaching children to regulate their own behaviour **MUST** start with pursuing positive relationships. We believe this is a more constructive approach than a system of sanctions and punishments. We also believe that our ongoing work around character will develop our pupils' ability to develop those mutually respecting relationships. We aim to focus on solutions rather than problems.

Our approach to positive behaviour is underpinned by the Trust's vision and values.

These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of Citizenship, Leadership, Expression, Exploration and Flourishing, all pupils and adults are shown how to be Compassionate, Forgiving, Determined and Honest individuals, who act with integrity and responsibility. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practice and the ways in which we will implement policy. This policy therefore aims to:

- Provide a **consistent approach** to behaviour management and **secure very positive relationships for all**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave and relate** to others
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **incentives and consequences**.

Underpinning Principles:

Delivery of this policy is underpinned by our collective understanding that:

- all behaviour is communication and we need to be diagnostic in the quest to support our pupils to demonstrate excellent behaviour
- the most effective way of securing excellent behaviour comes as a result of trusting, respectful and connected relationships
- meaningful relationships build self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system and recognise the importance of our work around Character education and metacognition
- restorative practice supports positive interactions among all, by using effective language, remaining non-judgemental and encouraging everyone to speak using restorative questions and restorative conversations
- it is important to embrace and embed best practice in how we support children's growth, including providing opportunities to build communication skills, confidence, resilience and independence
- an effective partnership between parents/carers and the school is vital in order to ensure the causes of – and potential solutions to – challenging behaviour can be collectively identified
- the delivery of this policy in our school will be more effective if it is informed by input from pupils, staff, parents and wider stakeholders.

2. Legislation and statutory requirements

This policy is informed by the following key documents:

- [Our ACE curriculum document including our outcomes for all pupils](#)
- [Behaviour and Discipline in Schools](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions at School](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Headteacher

The Headteacher is responsible for preparing the school's Positive Relationships and Behaviour Policy in consultation with the Trust's Head of Safeguarding and Inclusion and the school's Local Learning Committee. The Headteacher will ensure a copy of the policy is placed on the school's website and is available on request.

The Headteacher is responsible for ensuring the effective implementation of the policy in their setting. This will include ensuring a school culture and environment that actively encourages positive relationships and excellent behaviour. They will support staff to do this effectively, including monitoring to ensure that rewards and consequences are applied consistently.

Staff

All staff in the school are responsible for:

- Ensuring they are fully aware of the behaviour policy and for implementing it consistently at all times in school
- Modelling positive relationships and behaviour
- Supporting the development and implementation of personalised approaches to enable children with specific behavioural needs to meet the expectations set out in this policy
- Recording behaviour incidents on My Concern for anything more than very minor disciplinary measures (such as basic reprimands/warnings).

The senior leadership team will support staff in responding to behaviour incidents.

Parents and Carers

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly, and work in partnership with the school to support their child to succeed.

The Local Committee/Local Learning Committee

The Local Committee is responsible for monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

The ACE Board and Central Team

The ACE Board is responsible for oversight of all schools in the Trust, including compliance with legal and statutory requirements in relation to behaviour (including safeguarding and SEND). The ACE Central Team supports the Headteacher in the implementation of the behaviour policy through provision of specialist advice, guidance and resources.

4. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork when reminders are given
- Unkind and inconsiderate behaviour to others
- Repeated breaches of the school rules
- Any form of bullying (see below)
- Sexual or physical assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as inappropriate materials, alcohol or drugs
- Possession of any article a staff member reasonably suspects has been – or is likely to be – used to commit an offence, or to cause personal injury to or damage to the property of any person (including the pupil).

(This is not an exhaustive list.)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

More detail to the school's approach to bullying is set out in our Anti-Bullying Statement, which is available on the school website.

5. Expectations for pupil behaviour across ACE schools

Pupils are expected to:

- Put into practice our gateway values and exemplify these in all that they do, including seeking to develop positive relationships with their peers and adults in school
- Behave in a compassionate and self-controlled way

- Show good manners to others and an increasing drive to take responsibility for their own actions
- In class, make it possible for all pupils to learn independently and collaboratively
- Move safely and responsibly around the school
- Treat the school buildings and school property with care and respect
- Wear the school uniform and be proud to do so
- Accept consequences when given and reflect on behaviour during restorative sessions
- Increasingly become aware of their own behaviour and develop strategies that will have long-term benefits for themselves and others.

6. Incentives, rewards and consequences

All ACE schools share the same principles around the securing of excellent behaviours and relationships. However, specific approaches taken in each individual school are tailored to reflect the different contexts and inputs from pupils and staff on how excellent behaviour and relationships will be achieved in Castle Cary Primary School. We use a variety of approaches to:

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour
- Motivate students to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence.

At the end of this policy you will find details of the specific approaches we use at Castle Cary Primary School including:

- Written Statement of behaviour principles
- Our approach to securing excellent behaviour.
- Description of behaviour: Expectations and rewards
- Description of behaviours: Expectations and consequences
- Reflection Sheet

7. Supporting Positive Behaviours

Pupil Support

We have the same high expectations of behaviour for all pupils in our school community. However, we recognise that some children with specific needs will require additional support to be successful in this regard. The teacher, working with the SENDCo and other adult support as appropriate, will work with the child and parents/carers to put measures in place to do this, and due adjustments to the application of the behaviour policy will be made where it is appropriate for individual pupils' needs.

Safer Handling

On very rare occasions and where all other approaches have been utilised, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Being unsafe/putting themselves or others in danger.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents as soon as possible.

8. Monitoring arrangements

A Trust-wide Positive Relationships and Behaviour policy will be updated every two years by the ACE Central Team and approved by the ACE Board. This will be reviewed by the Headteacher, in consultation with their local committee, to ensure it is then appropriately tailored for the school's context and to reflect specific procedures for behaviour in that setting.

9. Links with other policies

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

- ACE curriculum documents (EYFS/Disadvantaged/Nine Essentials)
- ACE: Developing Depth and Progression
- ACE Safeguarding and Child Protection policy
- ACE Exclusions policy
- ACE mobile phone policy. (This policy highlights that children bringing mobile phones into school should hand these in to the school office on arrival at school. The phone will be returned to the child at the end of the school day. Children are not allowed to use mobile phones in school.)

Appendix 1: Written statement of behaviour principles



- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the relationships and behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Local Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Our approach to securing excellent behaviour and Relationships at Castle Cary Primary School

Castle Cary Golden Rule	Pupils will...	Adults will...	Which enables ...	And prevents...	This will be celebrated by	This may be escalated when
Be Respectful	Speak politely and considerately to others, demonstrating good manners. Walk around the school environment in calm way, showing respect to others. Treat the school environment with respect by taking care and pride in it. Respect the viewpoints of others and listening to others. Be respectful of their own property and that of others.	Remind children to use a courteous voice. Always remain calm. Be the most respectful themselves so that this can be modelled to the children. Promote and praise children who are demonstrating respect.	A safe and calm environment. Clearer communication. Mutually respecting relationships. A learning environment which is cared for. A safe place to share views and differences. An understanding that speaking respectfully is the best way of communicating. A respectful ethos.	A lack of consideration for others. Unsafe environments. Intolerance of others. Not listening to others viewpoints. Poor manners. Resources being broken.	Recognition around the school by all adults. Highlighting the behaviours we want to see. Verbal praise House points. Mentions. Star of the week.	Lack of respect results in verbal or physical upset. Lack of respect leads to an environment or resources being spoilt.
Be Responsible	Ensuring that they and others are safe. Ensuring that we are in the right place, at the right time, following routines. Be responsible for their belongings. Be responsible for their actions. Be honest and accept when things have gone wrong. Tidying up and taking care of our environment.	Remind and model expectations. Promote and praise children are showing that they are responsible. Ensure that we are allowing children to be independent. Allow children to have responsibilities.	A safe and calm environment. Predictability and structure. Greater independence. Develops confidence. Builds problem solving skills. Enables roles and responsibilities to be shared across the school. A caring and calm ethos.	Over-reliance on adults. An un-safe environment. Children not being where they should be. Untidy environments.	Leadership roles in school. Recognition around the school by all adults. Highlighting the behaviours we want to see. Verbal praise Housepoints Mentions Star of the week.	When pupils are refusing to accept responsibility. When children are not in the right place at the right time. When an environment is not left as it should be.

Be a Role Model	Consistently demonstrating that they are respectful and responsible. Consistently modelling and demonstrating our character value and focus for the term. Model the school rules and behaviour as we want to others. Demonstrate integrity to others. Display good manners.	Be a good role model themselves. Recognise and draw attention to pupils who are good role models. Use consistent language. Pair / group children with good role models.	All children to understand expectations. All children able to see what it should look like. A standard that all children can aspire to.	Any confusion around expectations.	Recognition around the school by all adults. Highlighting great role models. Verbal praise. House points. Mentions. Developing older children to model and support behaviours. Gold award in an end of term assembly as recognition.	Are they meeting expectations for Being Respectful and Being Responsible? Then see escalation points.
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Appendix 3 – When Behaviour Becomes Challenging – Our Escalation Plan

We use an eight step approach to manage and modify behaviour that does not reflect our golden rules.

Steps		Action
1	Reminder	A reminder of our golden rules. Member of staff could provide a non-verbal cue to correct behaviour. If the behaviour continues, clearly state the behaviour you wish to see (as a reminder). If the behaviour continues, move to step 2 If the behaviours displayed are those deemed as requiring an immediate response (see below) move directly to step 3.
2	Make a change	Make a change of place, activity, task or person. A clear verbal caution (delivered discreetly where possible) making the child aware of the behaviour that has warranted redirection. Openly outline the consequences if they continue, but also make it clear as to how they can turn the situation around. If the behaviour continues move to step 3
3	Time with (Adult who has been dealing with behaviour)	Speak to the child privately for 5 minutes during their break or lunch time. This must be logged on a time with reflection sheet, which will be logged/recorded. Be curious and diagnostic in the approach, validating the child's experience but also be clear on expectations and ways in which their behaviour can be modified. If the behaviour continues, move to step 4
4	Phone call (Class teacher)	Should the pupil persist with the unwanted behaviour / if the pupil has had 'time with' 3 or more times in one week, a phone call to parents/carers is made so they are aware of the behaviours being seen at school. Where relevant, the Headteacher may also be involved at this stage. If the behaviour continues, move to step 5.
5	Formal meeting with the class teacher	A face-to-face meeting is called with the pupil, parents/carers and class teacher to discuss strategies for transforming behaviour. Impact will be monitored for at least 2 weeks. If the behaviour continues, move to step 6. A meeting may also be called for a serious breach of the school rules, as detailed in the 'immediate response' section below. A member of SLT may be involved in this meeting.
6	Behaviour support plan introduced	Another meeting with the parents / carers is held promptly and a behaviour support plan is implemented. Relevant SLT will be involved in this meeting and the SENCo would have been informed. Where appropriate, the Headteacher may also be involved in this meeting.
7	Internal Suspension	An internal suspension is issued and carried out by the Headteacher / in another class as a consequence for a serious or persistent breach in behavioural expectations, such as those

		outlined in the 'immediate response,' section below. Parents will be called and invited to a reintegration meeting, when the child returns to school. My concern will be updated.
8	Fixed Term Suspension	The Headteacher excludes a pupil from school for a fixed period of time. Before taking such a step, the Headteacher would have taken advice from the Trust's head of safeguarding or Inclusion.
9	Permanent Suspension	The Headteacher excludes a pupil permanently. Before taking such a step, the Headteacher will have taken advice from the Trust's Head of Safeguarding and Inclusion and relevant external agencies. Formal approval from the Trust CEO must be sought for any permanent suspension. The decision to permanently exclude will only be taken as a last resort, by the Headteacher. This decision will also be reviewed by the local governing body. A decision to exclude a pupil permanently will only be taken: • in response to a serious breach or persistent breaches of the school's behaviour policy; • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
	Immediate Response	An immediate response is necessary when certain behaviour has occurred towards pupils and adults, such as: - Bullying - Derogatory behaviour such as racist, homophobic or non-inclusive - Bad language directed at another person - Defiance - Damaging property - Hurting others with deliberate intent In these cases, the incident will be reported to SLT and recorded / logged, and appropriate action taken. A phone call home will automatically take place, and in some instances, a face-to face meeting may be called.

Appendix 4: Rewards, Incentives and Privileges

Although we recognise that over-praising can be counterproductive, we do want to celebrate excellent behaviour and develop excellent relationships with our pupils. Positive behaviour and reinforcement is emphasised at all times. Praise is used to:

- Reinforce the rules as children learn more quickly when given positive feedback
- Reinforce and communicate our Golden Rules
- Draw other children's attention to positive behaviour
- Give emphasis to the wanted behaviour, not the unwanted behaviour
- Encourage self-esteem and an ethos of friendly acceptance
- Encourage children to make the right choices so they can see that good behaviour is rewarded.

School rewards	Class Rewards	Lunchtime rewards
Verbal praise / recognition / highlighting children who are taking on self-responsibility, showing excellent listening, excellent walking around school, excellent partner work and group work, respecting the rights of others and demonstrating responsibility House-points will be awarded / celebrated in assembly. Children's achievements both in and out of school will be celebrated in assembly through mentions. Children's achievements both in and out of school will be celebrated in assembly through star of the week. Children's achievements will be celebrated with Headteacher awards and stickers There will be a half-termly gold award assembly where children will be presented with their gold award for consistently demonstrating that they are a role model.	All staff will celebrate children's work in the classroom daily Children who show excellent learning behaviours will be recognised and praised Children will be provided with opportunities to take on responsibilities (Cary Coins) Stickers will be awarded in school. Achievements will be discussed with families House points will be awarded Nominations for gold award each half-term.	Verbal praise highlighting children taking on self responsibility, showing kindness, sharing, creativity Praise in assemblies via mentions board for OPAL play and behaviour in the hall House points will be awarded Lunchtime responsibilities will be given eg: through Cary Coins.

Appendix 5

Reflection Sheet

Restorative Conversations

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. Restorative conversations are based upon knowing and understanding the effects that behaviour choices have on others, making amends for poor choices and learning from incidents to avoid repetition of these behaviours in the future. Children and adults are encouraged to put things right together. All members of staff understand the importance of modelling positive language and behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Time With Sheet		
Name of child:	Date:	Time:
To understand the situation	To understand the impact	
• "Can you tell me more about what happened?" • "What were you thinking at the time?" • "What were you feeling?" • "What were you hoping to achieve?" • "What did you need in that moment?" • "What happened from your perspective?" • "Can you describe the situation from your point of view?"	• "Who has been affected by what you have done?" • "How have others been impacted by your actions?" • "What was the impact on you?" • "How has this affected the relationship?"	
Empathy and Reflection	Needs and solutions	
• How do you think your actions affected others? • What have you thought about since? • What have you learnt from this?	• "What do you need to feel better?" • "What can we do to make things right?" • "What do you need to move forward?" • "How can we prevent this from happening again?" • "What would be a fair way to address this?" • "What steps can we take to repair the harm?"	

