



Positive Behaviour and Relationships Policy

Reference: Safeguarding

Policy date	New version July 2023	Statutory Policy - Yes
Strategic Board Approval	October 2022	
Reviewed and Updated	January 2023 January 2024	
Next Review Date	January 2025	Review cycle every 2 years
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About this policy

This is the Positive Behaviour and Relationships policy for Newtown Primary School.

“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix, 'When The Adults Change, Everything Changes', 2017

General principles when applying the policy

The purpose of the policy is to promote very positive behaviours and relationships with a view to:

- Drawing on our core approach around character values and metacognition (self-awareness and self-reflection)
- Promoting, among pupils, relational awareness of themselves and others
- 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,
- All behaviour is communication and we need to be diagnostic in our quest to secure excellent behaviour
- The most effective way of securing excellent behaviour comes as a result of trusting, respecting and connected relationships
- Relationships build our 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
- Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.
- This policy is a working document which will develop organically overtime via input from pupil voice, staff voice and community engagement
- We work in partnership with parents and carers, always seeking to understand the causes of challenging behaviour
- More than very minor disciplinary measures (such as basic reprimands/warnings) should also be recorded on CPOMs

When making any decision under this policy it is particularly important that each pupil is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability (or special educational needs) that these are appropriately taken into account. For children with disabilities it is important that reasonable adjustments are actively considered. Further, when applying this policy any protected characteristics (such as race, disability, sexual orientation) are taken into account.

Any concerns about discrimination should be addressed urgently with a senior leader. Further, when making any decisions it is important to treat pupils fairly which means making sure that they understand what they have done and having the opportunity to express their views.

Further, a child's behaviour (especially if out of character) may be related to safeguarding issues and as such staff should always be alert to safeguarding issues or other unmet needs. If this is suspected then advice should be sought from a senior leader urgently.

It is also important to be aware that corporal punishment is never permitted. Reasonable force may be used but any exercise of any force must be regarded as a last resort and then only used with great care and when suitably trained (8.2 Safer Handling).

Aims and Objectives

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 pupil's ability to develop those mutually respecting relationships. We aim to focus on solutions rather than problems.

Good behaviour should be actively encouraged and rewarded at all times. The following of our 5 golden rules will ensure that all children are ready to achieve.

Further, the values and ethos of the school should be taken into account when making any decision. This will also include principles of British values properly taking into account any legal requirements and fairness.

1. Aims

This policy 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**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This policy is linked to our mobile phone policy, found on our school websites. This policy highlights the use of mobile phones across our Trust.

Children bringing mobile phones into school, are requested to hand these in 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.

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 schools should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. 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
- Incorrect uniform
- Repeated breaches of the school rules
- Any form of bullying
- Sexual or physical assault
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as inappropriate materials, alcohol or drugs.
- 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)

4. Bullying

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

5. Roles and responsibilities

5.1 The Local Committee

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

5.2 The Headteacher

The Headteacher, in consultation with the Trust's Head of Safeguarding and Inclusion, is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

5.4 Parents and carers

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct (see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Our ACE schools share the same principles around the securing of excellent behaviours and relationships. However, our approaches are different. 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 approach we use at Newtown.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - 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

8.2 Safer handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

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 may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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 will also be sought from specialist teachers, 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process where required.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Trust Safeguarding and Inclusion Lead every 2 years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy
- Exclusions policy

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 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

Appendix 2 – Our approach to securing excellent behaviour and relationships at Newtown

Gold	<u>I am excelling at our Newtown golden rules.</u>		
	We are compassionate – We speak politely and considerately to others ensuring that we are respectful to our learning environment and those within it. We help and support each other in the Newtown community with kindness and empathy.		
	We are aspirational – We model the school rules and behaviours that we want to see at all times around our school. We follow our passions and seek challenges in order to be the very best version of ourselves.		
	We are determined – We are always ready to learn with the right resources to support our learning. We act with integrity and inspire others around us.		
	We are honest – We are in the right place, at the right time and doing the right thing. Through confidence we present ourselves in an insightful way that reflects what we value.		
Silver	<u>I am persisting to follow our Newtown golden rules.</u>		
	We are compassionate – We speak politely and considerately to others ensuring that we are respectful to our learning environment and those within it. We help and support each other in the Newtown community with kindness and empathy.		
	We are aspirational – We model the school rules and behaviours that we want to see at all times around our school. We follow our passions and seek challenges in order to be the very best version of ourselves.		
	We are determined – We are always ready to learn with the right resources to support our learning. We act with integrity and inspire others around us.		
	We are honest – We are in the right place, at the right time and doing the right thing. Through confidence we present ourselves in an insightful way that reflects what we value.		
Bronze	<u>I am striving to follow our Newtown golden rules.</u>		
	We are compassionate – We speak politely and considerately to others ensuring that we are respectful to our learning environment and those within it. We help and support each other in the Newtown community with kindness and empathy.		
	We are aspirational – We model the school rules and behaviours that we want to see at all times around our school. We follow our passions and seek challenges in order to be the very best version of ourselves.		
	We are determined – We are always ready to learn with the right resources to support our learning. We act with integrity and inspire others around us.		
	We are honest – We are in the right place, at the right time and doing the right thing. Through confidence we present ourselves in an insightful way that reflects what we value.		
Green	<u>I am expected to be:</u>		
	In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions
	<u>SLANT</u> <ul style="list-style-type: none"> • Sit up straight • Listen • Answer Questions • Never interrupt • Track the Teacher or speaker 	<u>The 3 Rs</u> <u>Can I answer yes three times?</u> <ol style="list-style-type: none"> 1. Am I in the right place? 2. At the right time? 3. Doing the right thing? 	<u>SHAPE</u> S – speak in full sentences H – use hands well A – articulating P – projecting E – eye contact

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 five golden rules:

Steps		Action
1	Reminder	A reminder of the school's behaviour ladder, making reference/ pointing to the display. Clearly state the behaviours you wish to see. 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, 'Time with'.
2	Redirection & Caution	Make a change of place, activity, task or person. A clear verbal caution (delivered discreetly wherever possible), making the learner 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 the behaviour escalation)	Speak to the learner privately for 5 minutes during their break or lunch time. This must be logged in the reflection folder. 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 learner persist with the unwanted behaviour/ if the same pupil has had reflection time 3 or more times in a week, a phone call to parents/carers is made so that 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 class teacher	A face to face meeting is called with the pupil, parents/ carers and teacher to discuss strategies for transforming the behaviour. Impact will be monitored for at least two 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 where necessary.
6	Behaviour support plan introduced	Another meeting with the parents/ carers is held promptly and a behaviour support plan implemented. A relevant SLT member will be involved in this meeting and the SENCo will have been consulted. Where appropriate the Headteacher may also be involved in this meeting.
7	Internal exclusion	An internal exclusion is issued and carried out by the Headteacher as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Immediate response' section below.
8	Permanent exclusion	The Headteacher excludes a pupil permanently. This is a last resort and the Headteacher would have consulted with other professionals before this time.
<u>Immediate response situations:</u>		When certain serious misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as: - <ul style="list-style-type: none"> • 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 immediately be reported to SLT and recorded/logged, and an 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: 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.

Name of child

Date.....

Time.....

What happened?	How did I feel?
What can I do to help myself?	What can the adults do to support me?

Appendix 5 - Rewards, Incentives and Privileges

Although we recognise that the use of over praising can be counterproductive we do want to accentuate positive behaviour and develop excellent relationships with all 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 5 'R' golden rules
- Draw other children's attention to appropriate behaviour
- Give emphasis to the wanted behaviour, rather than the unwanted
- Encourage self-esteem and an ethos of friendly acceptance
- To encourage children to make choices so that they can see that good behaviour is rewarded.

Whole School Rewards	<ul style="list-style-type: none">• Marble jar. This is used in Years 1-6 and develops class team work and collaboration. Pupils agree with their teacher what the reward will be when the jar is full.• Verbal Praise and stickers.• House points for reaching gold on the chart – children can collect a token. The winning house will receive a 'treat' at the end of the half term.
Class Rewards and Privileges	<p>At the beginning of the Year, children agree what they will be rewarded for and what this will look like. When marble jars are full privileges may include:</p> <ul style="list-style-type: none">• Extra play time• Golden time -children choose an activity of their choice• The Learning ladder (as used in our EYFS classroom)• Hot chocolate/tea with the teacher• Additional responsibilities eg Y6 leadership roles and class register monitors