



The Academies for Character and Excellence

Positive Behaviour and Relationships Policy

Reference: Safeguarding

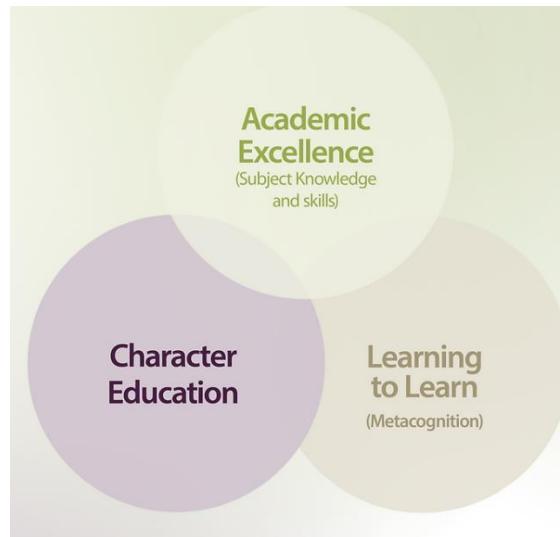


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General principles when applying the policy



Purpose

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

- Drawing on our core ACE 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
- Restorative practice, supports positive interactions among all. Using affective language, to remain non-judgemental and encourages everyone to speak using restorative questions and restorative conversations.
- 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

Aims of this Policy

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.

Our ACE approach to Positive Behaviour follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by Our Vision of "Achieving and Flourishing together in God's Loving Arms" and ensures that all of school life incorporates the values of the Christian Faith. 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 practise and the ways in which we will implement policy. 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 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**

Legislation and statutory requirements

This policy is based on the following key documents:

- Paul Dix 'When the Adults change, everything changes'
- [On 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](#)

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 academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

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, 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.
- 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)

Bullying (see anti bullying policy)

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

Roles and responsibilities

The Local Committee

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

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 consequences are applied consistently.

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 (see appendix 3 for a behaviour log)

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 (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

Our ACE expectations

Pupils are expected to:

- Put into practise our gateway values and exemplify these values in all that they do
- 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
- To increasingly become aware of their own behaviour and develop strategies that will have long term benefits for themselves and others

Incentives, rewards and consequences

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 Please see:

Appendix 1 – Securing excellent behaviour statement

Appendix 2 – Positive Reward systems

Appendix 3 – Time out reflection

Appendix 4 – Staff training log.

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 (see appendix 3 for a behaviour log)

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Committee every 2 years. At each review, the policy will be approved by directors.

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 Exclusions policy
- ACE Safeguarding and Child Protection policy

1. 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

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

2. Appendix 2 – Positive Behaviour Reward System

Gold	I am excelling at:	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others Expression – have the confidence to present myself in an honest and insightful way that reflects what I value Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself . Leadership – Act with integrity , authenticity and determination ; and through this inspire others Citizenship – make a difference to my home, school and the wider world through showing compassion empathy and drive .						
	I am persisting to be:	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others Expression – have the confidence to present myself in an honest and insightful way that reflects what I value Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself . Leadership – Act with integrity , authenticity and determination ; and through this inspire others Citizenship – make a difference to my home, school and the wider world through showing compassion empathy and drive .						
	I am striving to be:	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others Expression – have the confidence to present myself in an honest and insightful way that reflects what I value Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself . Leadership – Act with integrity , authenticity and determination ; and through this inspire others Citizenship – make a difference to my home, school and the wider world through showing compassion empathy and drive .						
	I am expected to be:	<table border="1"> <tr> <td>In lesson</td> <td>Lessons, lunch times and break times.</td> <td>Speaking in whole class discussions</td> </tr> <tr> <td>SLANT</td> <td> The 3 Rs <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? </td> <td> SHAPE <u>S – speak in full sentences</u> <u>H – use hands well</u> <u>A – articulating</u> <u>P – projecting</u> <u>E – eye contact</u> </td> </tr> </table>		In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions	SLANT	The 3 Rs <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?
In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions						
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Clear facial look Verbal warning with explanation of correct behaviours.								
Green			The behaviour is breaking the school basic standards of behaviour					
	EYFS/KS1 – 5 minute instant timeout <u>My behaviour has continued to not portray our values and the basic standards:</u> EYFS/KS1 – work in SLT class or Pastoral room KS2 – 30 minute reflection							
Amber								
Red								
Red Line	Failure to respond to a time out reflection warrants an Internal Exclusion. Red Lines may also be issued for more serious incidents							

Rewards – Our aim is to reduce inappropriate behaviour by promoting good behaviour. We can do this by:

School rewards	Class rewards	Lunchtime rewards
<p>Verbal praise highlighting children taking on self-responsibility, showing excellent listening, excellent walking, excellent partner work, respecting the rights of others and demonstrating responsibility.</p> <p>Non school uniform day each half term for winning team points.</p> <p>Termly house rewards for vertically arranged teams.</p> <p>Children's achievements both in and out of school will be celebrated in assembly, which will be held on a Monday and Friday morning.</p> <p>Gold, silver and bronze excellence awards.</p> <p>Weekly whole school assembly praise effort and excellence.</p>	<p>Teachers will celebrate children's work in the classroom daily.</p> <p>Praising children who are showing excellent learning behaviours.</p> <p>Individual awards, certificates and stickers.</p> <p>Signed pads when children move to silver or gold.</p> <p>Positions of responsibility</p> <p>Golden time</p> <p>Daily discussion with families sharing achievements.</p>	<p>Verbal praise highlighting children taking on self-responsibility.</p> <p>Nominated weekly award in KS1 and KS2 for excellent lunchtime behaviour, selected by MTA's shared in assembly.</p> <p>Meal time responsible roles for pupils.</p>

Consequences - are issued by members of staff when behaviour is unacceptable either in school or off school premises.

Our system of sanction is very simple and we are counting on your family support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day.

Red Line (Internally excluded)

The concept of the 'red line' has been devised to signal to pupils that a member of staff has a serious concern about a pupils behaviour and to give pupils an opportunity to self-regulate before an incident escalates into something more serious. A 'red line' may be given when:

- the student has not responded to being moved to red level and their behaviour has not improved
- the student has seriously challenged the dignity of a member of staff or another student

When the 'red line' has been crossed a member of the pastoral or senior leadership team should be called upon to take the student out of the situation. The student will spend the rest of the day working with a member of the senior leadership team. Families will be contacted. Pupils will not be allowed back into school until a family member has spoken to a member of the pastoral team or senior leadership team to support the pupils' behaviour. If the 'red line' is issued in an afternoon, the student will spend the whole of the next day in 'red line' – where they will complete revision work, a behaviour reflection document and will receive a mentoring session to support restoration. The length of a 'red line' will be determined by a member of the senior leadership team and related to the severity of the incident.

EYFS and KS1 Consequences

Our staff are skilled in behaviour management, and will teach these learning behaviours in a positive and encouraging way.

Being on the amber or having time out should not be seen as 'the end of the world'. Every session AM and PM is a fresh start, and our staff will be looking for your child to be doing the right thing and praising them accordingly.

However, if any of the Green Learning Behaviours are not adhered to, the following consequences will happen:

The Look	Pupils will be given a stern look if they are breaking the green level learning behaviours.
Verbal Warning	If a pupil continues to misbehave, a verbal warning will be given with a clear expectation of how to correct themselves.
Move to Amber Level	Pupils who continue to misbehave after a warning will have their name moved to the Amber section. This acts as a reminder to the student to change their behaviour. CPOMS updated with behaviour.
Time Out	Failure to respond to having their name on the Amber level means the pupil will have an instant time out of 5 minutes away from the class. CPOMS updated with behaviour.
Move to Red Level	If misbehaviour continues, a meeting with parents will take place to support their transition to class. The student may be removed from class to work with the Pastoral or SLT team. CPOMS updated with behaviour. Parental meeting required.
Immediate Red Level	Immediate Red Level will be issued for any other behaviour deemed serious enough by the class teacher to warrant a red e.g. fighting, kicking, hitting, spitting, swearing.
Exclusion	<p>The decision of a fixed term external exclusion is taken by the headteacher where behaviour is deemed severe.</p> <p>Pupils may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy.</p>

KS2 Consequences

Pupils in KS2 will display the basic green level behaviours as learnt in KS1. Our staff are skilled in behaviour management, and will teach these learning behaviours in a positive and encouraging way. Every session AM and PM is a fresh start on Green level, and our staff will be looking for your child to be doing the right thing and praising them accordingly. However, if any of the Green Learning Behaviours are not adhered to, the following consequences will happen:

The Look	Pupils will be given a stern look if they are breaking a learning habit
Verbal Warning	If a student continues to misbehave, a verbal warning will be given with a clear expectation of how to correct themselves
Amber Level	Pupils who continue to break the basic green level rules will be moved to Amber. CPOMS updated with behaviour.
Red Level	Moved to Red in one lesson or Amber twice in a day warrants a same day 30-minute time out reflection. CPOMS updated with behaviour.
Instant Red Level	<ul style="list-style-type: none"> • Inappropriate language over heard by a member of staff • Misuse of school equipment • Throwing equipment, including books, disrespectfully • Any other behaviour deemed serious enough by the class teachers to warrant a time out reflection • 30-minute time out reflection at break time <p>CPOMS updated with behaviour and actions.</p>
Red Line (Internal Exclusion)	Failure to respond to a correction warrants an Internal Exclusion Red Lines may also be issued for more serious incidents such as:
External Exclusion	<ul style="list-style-type: none"> • Defiance • Sexual harassment • Bullying • Homophobic or Transphobic comments or behaviour • Racism • Dangerous behaviour (including bringing illegal items into the school) <p>The decision to put a student in 'red line' will be taken by the senior leadership team and could include the above - or anything which is deemed to cross the 'red line' – including undermining members of staff, unkindness to others or persistent behaviour which breaks our basic learning behaviours and goes against our gateway values. The decision of a fixed term external exclusion is taken by the Head where behaviour is deemed severe. Pupils may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the school.</p> <p>CPOMS updated with behaviour.</p>

The school or Trust may also use the following sanctions:

- Limiting pupils access to extra-curricular clubs and co-curricular provision (e.g. swimming)
- Removal of IT rights (e.g. internet access)
- Confiscation of item/s
- Not allowing pupils to attend recognition expeditions or residential.
- Removal of unstructured time e.g. break time
- Reduced timetable
- Directing the pupil to an alternative provision / managed move
- Extended reflection time outs
- Permanent exclusion

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

Appendix 3: Time Out Reflection Sheet

Name of child

Date..... Time.....

Appendix 4: staff training log

