

## Academy Policy

# Relationships and Positive Behaviour Policy

CEO approval:	Sean Kelly	
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## 1. Introduction

### 1.1 Aims

- a) Ambleside Academy is committed to creating an environment where outstanding behaviour is at the heart of all learning. Everyone is expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.
- b) We believe that positive learning behaviours are essential to success in the classroom for both children and staff. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, be curious, debate and challenge themselves and others. Positive behaviour needs to be taught, modelled, expected and praised. Unacceptable behaviour needs to be challenged.
- c) Children learn and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

### 1.2 Behaviour Principles

The academy DREAM expectations aim to meet the diverse needs of all pupils by creating a calm and safe learning environment.

- a) Determination
- b) Respect
- c) Empathy
- d) Ambition
- e) Mindfulness

- 1.3 The academy's DREAM expectations align with the Raleigh Education Trust's Six Behaviour Principles, [click here](#) for the Trust's Behaviour Principles.

## 2. Legislation and Statutory Requirements

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

- a) Behaviour and discipline in schools
- b) Suspension and Permanent Exclusion
- c) Searching, screening and confiscation at school
- d) The Equality Act 2010

- e) Keeping Children Safe in Education
- f) Use of reasonable force in schools
- g) Supporting pupils with medical conditions at school
- h) Special Educational Needs and Disability (SEND) Code of Practice
- i) Sections 88-94 of the Education and Inspections Act 2006
- j) Section 175 of the Education Act 2002
- k) DfE guidance – DfE guidance on what academies must publish within their behaviour and anti-bullying policies
- l) Positive environments where children can flourish – GOV.UK ([www.gov.uk](http://www.gov.uk))

### 3. Providing environments where children can flourish

#### 3.1 Safeguarding

3.1.1 Ensuring the academy has an outstanding safeguarding culture is the number one priority. The academy will continue to reflect upon and improve our safeguarding practices.

3.1.2 For further information, please refer to the Academy's Child Protection and Safeguarding Policy which is available on our website.

#### 3.2 Meet and Greet

3.2.1 The academy's meet and greet provides the foundation for creating psychological safety for our pupils. It provides an opportunity for staff to recognise and support any child who may be feeling distressed or anxious on arrival at school.

3.2.2 All classroom staff meet and greet the children at the classroom door.

3.2.3 All Senior Leaders will be a visible presence at the beginning and the end of the day either on the playground or positioned at the school gates to welcome children and their families.

#### 3.3 Physical Environments

3.3.1 Each class has a recognition board on which the teacher writes the behaviour they are focusing on. When the teacher sees children demonstrating the behaviour well, they will add their name to the board. The recognition board is not intended to shower praise on an individual. It is a collaborative strategy.

3.3.2 If required, a class may have a calming area for any specific children in the class who need it at any time during the day.

3.3.3 The classrooms are set up to support good behaviour by being organised and clear enabling the children to move around comfortably and locate equipment easily and quickly.

3.3.4 The Sanctuary is a place where children can go to help regulate their emotions and behaviour when required. This ensures that other children's learning is not disrupted and the child who is in

the Sanctuary is within a safe place that is set up and has resources to support the regulation process.

### 3.4 Curriculum

3.4.1 For further information on the academy's Personal Development curriculum, please refer to the academy website.

### 3.5 Quality First Teaching

3.5.1 The academy is committed to offering all pupils an outstanding educational experience. Please refer to the Teaching and Learning Policy.

### 3.6 Pupil Support

3.6.1 If the academy's universal offer cannot meet the needs of a pupil, the academy has a clear pathway of pupil support. Please see the SEN offer. We acknowledge that there are some children who need extra support to regulate their emotions and manage their behaviour. We support these children through a range of wellbeing and pastoral support groups meeting their specific emotional and behavioural needs.

### 3.7 Rewards and Consequences

3.7.1 We recognise and reward children in a variety of ways for those children who go "over and above". Staff will follow the Relationships and Positive Behaviour policy but will also understand that a quiet word of personal praise can be as effective as a larger, more public reward. For our Stages of Behaviour document, please see Appendix 1.

- a) Classroom level;
- b) Praise for choice
- c) Class recognition board
- d) WOW bands
- e) Shine coins
- f) Mention/ Class Dojo message/ phone call to parents

#### 3.7.2 Whole School level:

- a) Shine Award
- b) Knowledge Expert Award
- c) Mid-day Supervisors Lunchtime Award
- d) Midday WOW cards
- e) Hot Chocolate Half Term (each teacher nominates 1 child).
- f) Year Group awards based on the coin tubes.

3.7.3 Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

#### 3.7.4 Internal Withdrawal

- a) Where behaviour has exceeded the 5 Stages of Behaviour, please see Appendix 1, the following stages will then take place.
- b) If the unacceptable behaviour continues, then the child will need to be withdrawn to The Sanctuary. A Learning Mentor will be available to be with the children and will reflect on the behaviours leading to their withdrawal. A decision will then be made if it is appropriate to place the child on a school report.
- c) If a child has been withdrawn from the class and has not reflected and completed their work, then they are expected to complete this work during their lunchtime or breaktime with a member of SLT or a Learning Mentor. This will also be used as reflection time where the adult will discuss with the child the choices they made and how this can be improved.
  - i. Whenever an adult is called, staff are to log this onto CPOMs
  - ii. Adult who dealt with the initial stages of behaviour will start the log
  - iii. SLT/Learning Mentors will add to the log once spent time with the child.

3.7.5 If there are any incidents of high-level behaviours such as:

- a) Swearing at staff
- b) Violence towards children
- c) Violence towards staff
- d) Deliberate and destructive behaviours

These result in an instant withdrawal to The Sanctuary.

3.7.6 If a pattern of unacceptable behaviour begins to develop, then a decision will be made if they require an Individual Behaviour Plan. If they do, they will be put on an Individual Behaviour Plan for a maximum of 6 weeks and will be given targets each week to meet in relation to behaviour. These targets will be done together with the child and if appropriate with the parents also. The child will be given a mentor who will be either Louise Marsh (Deputy Head Teacher), Tracy Ryan (Learning Mentor) or Sam Callaghan (Learning Mentor) who will carry out daily or weekly check ins with the child. A weekly phone call will also be made to the parents to inform them of their child's behaviour over the week to help develop the school/home partnership. If the Individual Behaviour Plan does not have the changes to behaviour as hoped, then a meeting will be called with parents to discuss the next steps.

### 3.8 Breaktime Behaviour

3.8.1 All staff are responsible for all pupils in school. At break, duty staff must ensure that they are on the playground with their class before the others, to supervise children in a safe and appropriate manner. It is the responsibility of staff which work in each classroom to ensure there is a member of staff from their classroom with the children in their playtime zone. Children should not be entering school corridors during break or lunchtimes.

- 3.8.2 At the end of break the duty teacher or teaching assistant will blow the whistle and all activity must cease. On the second whistle, the children should walk to their class lines where they will be met by their teacher or teaching assistant and led into the building in an orderly manner.
- 3.8.3 All staff must ensure that timings for breaks are adhered to and that they leave the staffroom or other location promptly to meet their classes.
- 3.8.4 Playtime incidents should be dealt with by the teacher or teaching assistant on duty and reported back to the class teacher as necessary. The class teacher will log any incidents of Child-on-Child abuse or any other unacceptable playtime behaviour onto CPOMs. They will also ensure parents are informed of incidents where necessary. If they feel the incident needs to be dealt with further, they will take it to a member of SLT or a Learning Mentor.

### 3.9 Lunchtime behaviour

- 3.9.1 Pupils are fully supervised at lunch time by the mid-day supervisors. All staff will encourage good behaviour and adherence to the school rules during the lunch period and ensure pupils move around the school in an orderly manner.
- 3.9.2 To foster good relationships, mid-day supervisors will consistently 'catch children being good' and share this with them. Mid-day Supervisors are encouraged to hand out WOW cards to reinforce this message and will choose a child each week to receive a Lunchtime Award in the end of the week celebration assembly.
- 3.9.3 In the event of seriously unacceptable behaviour, the mid-day supervisors will refer the matter to the senior mid-day supervisor who may refer the matter to a member of the senior leadership team.
- 3.9.4 The Principal is required to maintain good order and discipline during lunchtime. The Principal will withdraw a child to a quiet space if their behaviour is unacceptable and breaks our school rules. A child may also be suspended from school if they are violent, persistently defiant to staff, become a danger to themselves or others or are breaking our school rules. When this takes place, the local authority will also be informed, along with the chair of governors.

### 3.10 Moving around school

- 3.10.1 Any movement should take place in an orderly manner so as not to disturb others who are working.
- 3.10.2 Staff should ensure that pupils are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly.
- 3.10.3 Pupils should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting holiday forms or equipment from the office.
- 3.10.4 When a whole class is moving, the teacher should ensure the classroom is empty before proceeding - again no pupil should be unsupervised.
- 3.10.5 Pupils should be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.
- 3.10.6 Members of staff should intervene if there are pupils in a class line who should not be together and position themselves so that the behaviour of all pupils can be monitored as they are moving.

- 3.10.7 Pupils should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Pupils should use appropriate entrances/exits and not return to the classroom unattended.
- 3.10.8 The corridor should only be used as a through route to get to the playground or the hall at lunchtime.
- 3.10.9 There should be no waiting or playing in entrance porches, toilets or doorways.
- 3.11 Pupils' conduct outside of school
- 3.11.1 School staff may discipline pupils for misbehaviour when the pupil is taking part in any school-organized or school-related activity.
- 3.11.2 Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. Criminal behaviour will be reported to the community police.
- 3.12 The role of the Learning Mentors
- 3.12.1 All pupils, irrespective of background, age or ability can go through periods of poor behaviour. To make an impact on learning and behaviour we aim to deal with such issues in a systematic and professional manner, seeking to trace issues back to their root cause and intervening at an early stage where possible. This can only be done effectively through dialogue and discussion. The issues may be overcome quickly or may require lengthier intervention and support.
- 3.12.2 The learning mentors have a role throughout the school. The DfE describes the role as: support and guidance to children, young people and those engaged with them, by removing the barriers to learning to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- 3.12.3 Our learning mentors are trained to work with pupils on both a collective and an individual basis to investigate the pupil's concerns, fears and anxieties. They provide timetabled support for specific pupils and are also on call to respond to matters as they arise.

## **4. Anti-bullying**

- 4.1 For further information, please refer to the academy's anti-bullying policy which is available on our website.

## **5. Child-on-child Sexual Violence and Sexual Harassment**

- 5.1 Raleigh Education Trust and Ambleside Academy will ensure that all incidents of sexual violence and/or harassment are met with a suitable response and never ignored. Sexual violence and sexual harassment will not be tolerated.
- 5.2 Sexualised behaviour will never be normalised and pupils will be challenged appropriately, including a clear reminder of academy expectations. Sexually abusive language or behaviour will never be treated as 'banter'.
- 5.3 All sexualised language and behaviour will be reported and recorded, including any consequences and/or support, where leaders will monitor and action appropriate interventions and/or when needed further consequences.



- 5.4 For further information, please refer appendix 2 and to the academy’s Child Protection and Safeguarding Policy which is available on our website.

## **6. Staff training**

- 6.1 There is a key staff team who are trained in Team Teach at Ambleside Academy.
- 6.2 Staff have accessed a range of behaviour training via The Big Conversation (Raleigh Education Trust conference) including restorative practice, Thera play.

## **7. Physical Intervention**

- 7.1 Please refer to the Trust’s Physical Intervention Policy which is available on our website.

## **8. Searching, screening and confiscating**

- 8.1 The academy follows the published DfE guidance on searching, screening and confiscating, which was updated in July 2022.
- 8.2 Please see appendix 3 for further information on prohibited items

## **9. Use of Suspensions and Permanent Exclusions**

- 9.1 Please refer to the Trust Suspensions and Permanent Exclusions Policy which is available on our website.

## **10. Roles and Responsibilities**

- 10.1 The Local Governing Body is responsible for ratifying this policy ensuring the Academy Principal implements the policy across the Trust.
- 10.2 The Principal is responsible for ensuring the academy’s Relationship and Positive Behaviour Policy is aligned to the Trust’s Behaviour Principles, implementing and interpreting to meet the needs of the pupils.
- 10.3 All adults (including parents) are responsible for following/supporting the academy’s policies and procedures in helping create a calm and safe environment for pupils. Adults are positive role models, therefore must role model positive relationships and behaviour at all times.
- 10.4 The Trust is responsible for ensuring all academy policies align with the Trust’s Relationships and Positive Behaviour Policy Guidance.

## **11. Complaints and Allegations**

- 11.1 All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available upon request.

## **12. Monitoring Arrangements**

- 12.1 This Policy will be monitored and reviewed on an annual basis, or in the event of national and local developments.

## **13. Linked Policies**

- 13.1 Trust Suspensions and Permanent Exclusion Policy
- 13.2 Child Protection and Safeguarding Policy
- 13.3 Trust Physical Intervention Policy
- 13.4 Special Educational Needs and Disabilities Policy
- 13.5 Trust Concerns and Complaints Policy
- 13.6 Trust Disciplinary and Procedure Policy
- 13.7 Trust Whistleblowing Policy

## 14. Appendices

Appendix 1

	Stages	Action
1	Reminder	<p>A reminder of the DREAM expectations delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. (This could stop the escalation of poor behaviour). The 1<sup>st</sup> reminder to be delivered privately as often this is enough to stop unacceptable behaviour. If it continues, before moving to the caution phrase a public reminder will be given.</p>
2	Caution	<p>A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'think carefully about your next step, you will miss minutes off your breaktime if your continue with this behaviour.'</p> <p>According to what is the best approach for the child, staff will do this either privately or aloud depending on what would have the best impact to stop unacceptable behaviour.</p>
3	Last chance	<p>Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention.</p> <p><i>I noticed that you are ....(having trouble getting started/struggling to get going/wandering around the classroom)</i></p> <p><i>It was the DREAM expectation about ....that you haven't used</i></p> <p><i>You have chosen to ...(move to the back/catch up with your work at breaktime)</i></p> <p><i>Do you remember last week when you ....(arrived everyday on time/did you work well/followed instructions)</i></p> <p><i>That is who I need to see today.</i></p> <p><i>Thank you for listening.</i></p>

		Add to this, you need to say back for 2 minutes for EYFS and KS1 and 5 minutes for KS2 at breaktime/lunchtime. That 2/5 minutes is owed when the child reaches this stage, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out	Time out might be a short time outside the room, on the thinking spot etc. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	<p>This might be a quick chat at breaktime. This needs to follow the restorative questioning as follows:</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What you have thought since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected?</li> <li>6. How have they been affected?</li> <li>7. What should we do to put things right?</li> <li>8. How can we do things differently in the future?</li> </ol> <p>Log onto CPOMs once the situation is at this stage. Add the children's responses to the above onto CPOMs too.</p>

## Appendix 2

### Child-on-child Sexual harassment and sexual violence

The Trust and each academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our pupils should never feel alone.

The academy's response will be:

- a) Proportionate
- b) Considered
- c) Supportive
- d) Decided on a case by case basis

Each academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- a) Responding to a report
- b) Carrying out risk assessments, where appropriate, to help determine whether to:
  - i. Manage the risk internally
  - ii. Refer to early help
  - iii. Refer to children's social care
  - iv. Report to the Police.

Please refer to our child protection and safeguarding policy for more information.

The academy/Trust will not tolerate such behaviour and appropriate consequences will be actioned.

## Appendix 3

### Searching, screening and confiscating

Any prohibited items found in a pupils' possession will be confiscated. These items will not be returned to pupils, and parents will be informed. On occasion, it may be necessary to notify the external services, including the police.

Prohibited items include:

- a) Weapons e.g. knives
- b) Alcohol
- c) Illegal drugs
- d) Stolen goods
- e) Tobacco products
- f) Vapes
- g) Pornographic images
- h) Fireworks
- i) Anything that has been, or is likely to be, used to cause injury or commit an offence

Academy staff can also confiscate any harmful or detrimental item to school discipline. If appropriate, these items will be returned to the pupils after discussion with senior leaders and parents.

Searching and screening pupils are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## Appendix 4

### CCTV

All our academies operate some form of closed-circuit television (CCTV) to help reduce crime and monitor the academy buildings to provide a safe and secure environment for pupils, staff and visitors.

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act and in line with the Trust wide policy. When a specific incident is caught on camera, the recording may be used for evidential or training purposes. There will be no disclosure of recorded data to third parties other than the authorised personnel such as the Police or other service providers where they would reasonably need access to the data (e.g. investigators).

Complaints about the operation of CCTV should be made in line with the Trust's complaints policy and procedure.