Managing and Supporting Positive Relationships and Behaviour Policy

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This policy was written alongside consulting the following roles in the Trust:

- Heads of School
- Strategic Partners

This policy is to be read in conjunction with the following:

- Suspensions and Exclusions policy
- Child Protection and Safeguarding policy
- Child on Child – Managing Pupil Allegations policy
- SEND policy
- Digital Safeguarding Policy
- Anti-Bullying Policy
- School Uniform Policy
- DfE guidance as per section 2

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
July 2025	1	New trust wide policy
Jan 2026	2	Updated new DfE guidance

Aspire Vision

Nurturing curiosity, resilience, respect and excellence; our children will thrive and live life well.

Aspire mission statement

By working together and inspiring excellence; we enable our children to excel both academically and in character.

Aspire Strapline

'working together, inspiring excellence'

Aspire Values

Aspiration	We imagine possibilities and make them real
Self-belief	We believe in ourselves - in heart, mind and soul
Passion	We dare to be different and follow our dreams
Integrity	We nurture trust and respect and do what is right
Resilience	We find a way or make a way
Excellence	We strive to achieve our absolute best

Policy Intent

All Aspire Academy Trust policies are written in line with statutory guidance or recommended best practice. These comply with each school's funding agreement, and DfE frameworks or complement Aspire's working practices. We have a centralised approach to policies, so they become Trust wide and include all ages from 0-11.

This policy seeks to support and outline expected behaviour across the trust in keeping with trust mission.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the Trust
- Outline the expectations of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils across Aspire Academy Trust (AAT).

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010

- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Use of reasonable force and other restrictive interventions guidance

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying policy.
- This policy complies with our funding agreement and articles of association.

3. Rationale

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.' (DfE: Behaviour in Schools 2024)

The Trust's 'Managing and Supporting Positive Relationships and Behaviour' policy aims to promote an environment where everyone in our Trust community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to **promote** and **explicitly teach good behaviour,** rather than merely deter anti-social behaviour.

Aspire schools should be safe, nurturing, effective learning environments. Leaders should impose coherent, consistent whole school approaches to behaviour, while respecting the views and agency of pupils. All schools should provide sufficient flexibility to respond to individual needs.

Parents are an integral part of our Trust community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of each school community. A consistent, whole Trust approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children model our expectations for behaviour across our community.

In all AAT schools, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within their school and develop positive, trusting relationships with all members of their school community.

Sources of evidence and further reading

Essential

Tom Bennett - Creating a Culture: How school leaders can optimise behaviour

Behaviour in Schools Advice for headteachers and school staff

Trauma Informed Schools (Trauma Informed Schools: UK)

https://sites.google.com/view/walkthrusfullpackage/what/behaviour-relationships

EEF Improving Behaviour in Schools

Further reading

TIS evidence base

EEF Learning Behaviours

Charlie Taylors Checklist

Mental Health and Behaviour in schools

4. Roles and responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Always follow the uniform policy (see trust **School Uniform Policy**)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

4.2 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and support the school's decision when applying rewards and sanctions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly. If there are further concerns, raise with a member of the school senior leadership team

4.3 Staff

Staff are responsible for:

- Developing positive relationships with pupils
- Modelling positive, consistent, professional behaviour at all times
- Implementing the behaviour policy consistently
- Consistently seeking opportunities to reward positive behavioural choices
- Recognising managing behaviour as a teaching opportunity and not simply a sanction
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Investing time with a pupil to explain why certain behaviours do not meet our school expectations, using the language of 'expected and unexpected' behaviours within a school context
- Attending training on positive behaviour management including in induction

4.4 The Senior Leadership Team

The Senior Leadership Team of the Academy/School and Trust are responsible for:

- Supporting staff in implementing the policy
- Promoting the Trust's culture and ethos to support positive relationships and behaviour
- Making decisions on the most severe sanctions when needed
- Monitoring effectiveness of the policy through consultation and regular self-evaluation
- Taking action to address any areas for development

4.5 Trust Leaders and the Trust Board

Trust leaders are responsible for:

- Monitoring and tracking trust wide data linked to behaviour, such as violence and aggression, discriminatory language and bullying.

Trust Board are responsible for:

- Ensuring that all statutory frameworks are followed, with a robust policy in place to support schools in managing behaviour.
- Ensuring the policy aligns with vision, mission, values and strategic priorities.
- Establishing a culture where effective behaviour management is demonstrated.
- Seeking assurance of the effectiveness of the behaviour policy, through monitoring reports, evaluation of data and reviewing outcomes.

5. Trust Core Approaches to Behaviour

- Respect and relationships must be at the heart of all schools' approaches, leading to children feeling empowered and motivated to meet the school's expectations.
- Positive affirmation and praise is powerful and schools should aim for more positive than negative interactions.

- Self-reflection, and trauma informed therapeutic work when needed, must also be part of a school system to enable pupils to improve and develop their behaviours.

- Good behaviour for learning is essential to good learning and must be modelled by all staff. We aim to develop children who are able to demonstrate a strong metacognitive understanding of their learning behaviours.

- A well organised school and classroom are essential for good behaviour for learning. Systems and routines should be clearly understood and consistently followed.

- Where a personalised approach is required for a child it should complement the school behaviour protocol, providing additional support without lowering expectations of any child's behaviour. There should be clear entry and exit points for adaptations and systems to 'catch' children when needed.

- Good relationships with parents and families should be actively promoted in all school policies.

Each academy has developed its own behaviour systems and expectations to apply these key approaches to behaviour in their individual settings. These will be shared with all key stakeholders. See Appendix 1 for a template.

6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our **Child Protection and Safeguarding Policy** for more information.

6.1 Reasonable force

This should be read in conjunction with DfE guidance: Use of reasonable force and other restrictive interventions guidance

Aspire strives to provide a safe learning environment for all pupils. Aspire Academy Trust does not have a 'No Contact' policy as appropriate physical contact is required to, for example, deliver first aid, comforting a distressed pupil, support a P.E. demonstration or praise a pupil (a pat on the back).

All members of staff (and anyone to whom the Head of School has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils from:

- committing a criminal offence,
- injuring themselves or others,
- damaging property,
- and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the premises i.e. on a school trip. Sometimes, pupils may get anxious or agitated and strategies used to help pupils to regulate, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

Where pupils are dysregulated frequently a Positive Behaviour Support Plan and risk assessment will be written up. If the behaviour responses continue to escalate, an RPI plan will be added by a PRICE trained member of staff and others that know the pupil well. All incidents where pupils need to be held to ensure safety will be recorded and pupil support plans reviewed. Parents/carers will be informed as a matter of course.

School senior leaders will ensure staff have received appropriate de-escalation and trauma informed practice training. The Trust use Price training for this purpose. De-escalation should always be a priority with the principle of minimising restrictive intervention through early support, preventions and de-escalation.

There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be reasonable, proportionate and necessary given the situation.

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

• Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

• For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.

• Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Core Definitions and Legal Powers

- **Restrictive Intervention:** An umbrella term for any physical or non-physical action used to prevent, restrict, or subdue a pupil's body movement.
- **Reasonable Force:** Staff may use reasonable force - defined as no more force than necessary for the shortest time possible - to prevent injury, criminal offences, property damage, or severe disorder.
- **Seclusion:** A non-disciplinary safety measure where a pupil is confined alone and prevented from leaving. It must only be used to protect others from harm during high levels of dysregulation. It should only be used when necessary. The pupil must be monitored throughout.
- **Prohibited Practices:** Force must **never** be used as punishment. Restraint must not interfere with a pupil's airway, breathing, or circulation.

Support for Pupils with SEND

- **Proactive Adjustments:** Schools have a legal duty under the Equality Act 2010 to make reasonable adjustments to support pupils with disabilities.
- **Triggers:** Staff should work to understand underlying triggers for challenging behaviour, such as sensory overload or communication difficulties, to reduce the need for intervention.
- **Co-production:** Positive Behaviour Support Plans should be co-produced with parents and pupils, detailing specific de-escalation strategies and parameters for any necessary physical contact.

Statutory Recording and Reporting

- **Recording:** Every incident involving force or seclusion must be recorded in writing as soon as practicable, ideally on the same day.
- **Parental Notification:** Parents must be informed of any significant use of force or seclusion as soon as practicable (ideally the same day). Initial notification will be a conversation, followed up by a written record of the incident.
- **Exceptions:** Reporting to parents is not required if reporting would likely result in serious harm to the pupil.

Post-Incident Procedures

- **Debriefing:** Schools should hold follow-up conversations with involved staff and pupils to facilitate reflection, repair relationships, and support wellbeing.
- **Data Analysis:** Senior leaders in the Trust will review data on restrictive interventions to identify patterns, improve practices, and ensure there is no disproportionate use against pupils with protected characteristics.

7 Searching and confiscation

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

7.1 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

7.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves in accordance with the DfE guidance above.

8. Off-site conduct

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip.

9. Online misconduct

Academies can apply their behaviour protocols to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

10. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a report to children's social care, if appropriate.

11. Zero-tolerance approach to sexual harassment and sexual violence

The school 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.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our **Child Protection and Safeguarding Policy** for more information.

12. Malicious allegations

At Aspire, allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the pupil and the person who is the subject of the allegation will be supported.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to take action in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to take action in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our **Child Protection and Safeguarding Policy and Child on Child (Managing Pupil Allegations Policy)** for more information on responding to allegations of abuse against staff or other pupils.

13. Rewards and Sanctions

Each school will have an individual set of rewards and sanctions. These are outlined in each school's individual protocols.

14. Suspension and permanent exclusion

Where approaches towards behaviour management have been exhausted or pupils demonstrate significant or unsafe behaviour, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and staff are safe as well as protected from disruption and can learn in safe, calm, and supportive environments.

Suspensions are issued at the discretion of the Head of School or other member of staff with this responsibility delegated to them, following a discussion with either the Inclusion Lead or Strategic Partner. The decision to issue an exclusion, either fixed or permanent, will be guided by the DfE guidance regarding the National Standard List for Exclusions.

For further information, please refer to the **Trust's Suspension and Exclusion Policy**.

15. Responding to behaviours that challenge from pupils with SEND

15.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When responding to needs, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

15.2 Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

15.3 Pupils who are looked after, previously looked after or who have a social worker

If the school has a concern about the behaviour of a pupil who is a looked after child, it will make contact with the Virtual School. If the school has a concern about the behaviour of a pupil who has a social worker, they will be contacted.

16 Monitoring this policy

This policy will be reviewed at least annually by the Trust.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Child on Child – Managing Pupil Allegations policy
- SEND policy
- Digital Safeguarding policy
- Anti-Bullying Policy
- School Uniform Policy
- DfE guidance as per section 2

These policies can be found: Governance - The Aspire Academy Trust or on request.

Appendix 1

Behaviour Systems and Expectations at St Mawes School

Our School Rules:

The **Golden Rules in schools** are a set of positive, core principles—inspired by Jenny Mosley's Quality Circle Time model—designed to promote positive behaviour, safety, and emotional well-being.



What behaviours might we see that are explicitly linked to our rules?

We are gentle	We are kind and helpful	We listen	We are honest	We work hard	We look after property
We keep our hands, feet and unkind words to ourselves. We move around school in a safe manner…walking, keeping to one side, holding doors open. We respect the world environment.	We respect that other people have different ideas, beliefs, backgrounds and needs from our own. We respect the law and the rules of school and society. We support and guide our friends when they need help.	We listen when others speak. We follow instructions. We show that we are listening and are ready to try our very best. We discuss things calmly.	We tell an adult if something is wrong. We make safe choices with our friends. We stay safe online and make safe choices in our community.	We arrive at school on time. We are ready to learn. We try our best at all tasks.	We respect the property of our friends and the school. We have the correct uniform and PE kit. We respect the world environment.

Routines:

Transitioning at St Mawes School	
	**Entering the school:** • We walk up through the side path, saying goodbye to our grown ups at the gate. • We walk in through our classroom doors. • We hang up our outdoor things and start our morning activities. **Moving around school:** • We walk calmly and sensibly. • We use our indoor voices. **Transitioning to and from the start and end of lunch/ break/ assembly:** • After break, we line up at our place and wait for our adult to tell us to come in. • After lunch, we leave the hall quietly, drop anything back to class / collect coats and then go out into the playground. **Entering the hall** • We enter the hall quietly, led by an adult and sit where we are told. • We sit quietly, with legs crossed. • Year 6 sit on benches for assembly. • When we are told to leave, we are led out by an adult, quietly, in our line.
Gaining pupils attention at St Mawes School	

 	**The approach to gaining a pupils attention is:** Eyes on me in 1,2, 3 Support staff will provide gentle reminder to follow attention approach if necessary
Clear and consistent expectations at St Mawes School	
	• Classrooms should be tidy and well presented. • Displays and borders should be maintained. • Only necessary items on tables. • When leaving the classroom, tables should be tidy, the floor clear and chairs tucked in. • Unless there is a prior agreement with the SENDCo, children should not be fiddling with anything at any point. • Our children should be wearing school uniform only. • Our children should be ready to learn and show respect towards staff and their peers. • Whilst the teacher is talking there should be no talking from any member of the class, unless supported by another adult. • The behaviour support policy will be adhered to consistently.
Classroom expectations at St Mawes School	
	**Teacher input** During teacher input, children are expected to show good listening, ensuring they are not distracting others or stopping their right to learn. Children will raise their hands if they would like to contribute. They will not shout out or be disruptive when the teacher or another pupil is talking. **Noise levels during independent work** Children will complete independent work quietly, allowing the teacher to circulate and support. Children will be taught metacognitive strategies so they are able to show resilience if they are stuck or unsure what to do next. Children will ensure they are not distracting others or stopping others from being able to learn. **Partner talk** Partner talk will be sensible and respectful. **Responding to questions** Teachers may ask pupils for responses in a variety of ways including using mini whiteboards, no hand zone, hands up and other methods. These routines will be explained, embedded and practiced. A culture of 'mistakes help us learn' and having the courage to have a go will be embedded in classroom culture.
Break times	At break time, children will follow the school rules, ensuring they are respectful and safe towards others, themselves and school property.
Dinner hall Routines	Children line up to collect their lunch or straight to tables if packed lunch. . Children will eat their lunch calmly and wait for adults to allow them to leave. Adults will dismiss children into the playground

	and children will use sensible walking to leave the hall.

Reward Toolkit:

Reward System

- All staff recognise and praise good behaviour informally throughout the school day. Best efforts will also be recognised through displays and sharing in assemblies. Children will be encouraged to share good work with other staff.
- Children are rewarded for positive behaviours through two systems. For demonstrating behaviours that are core to our school beliefs and part of the effective characteristics of learning, children receive Dojo points. These points can be collected and then exchanged for a prize in our Dojo Shop. Prizes are tiered and children can choose at what point to exchange their Dojos for a prize, deciding upon whether to save or spend their Dojos. Dojo points are also recorded over time and a whole school target of 5000 Dojos collected earns a whole school reward. This is voted on by the children.
- Children also receive team points. We have two teams, Percuil and Carrick, named after local rivers. Team points are rewarded for effort and completion of activities to an excellent standard across all subjects. Team points are totalled each week and the winning team earns extra time at break. This encourages the children to work as a team and be part of a group experience.

Both systems are celebrated as part of our celebration assembly each week. Alongside these reward systems, children who have stood out for any reason are rewarded with Star of the Week. This is decided by the class teacher and announced in celebration assembly and shared on our social media and newsletter.

Consequences

We want children to be aware that for unexpected behaviour, there are consequences. For children at thinking and above, this will be in the form of sanctions (depending on the severity of the behaviour):

The invisible ladder of consequences (which allow the teacher to continue teaching, without disrupting the flow of learning):

Take up time	**Face saving**	**Task correction**	**Reinforcing norms**	**Questions and choices**
Tactically ignoring	**Positive language**	**Tactical pauses**	**Reminders**	

Visible ladder of consequences

Move seat, lose privileges, change of space, sent to Head of School, contact home. For low level incidences the class teacher will contact parent/ carer and record of outcome on our behaviour log.

Approaches taken for repair/restorative conversations:

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

Restorative approaches

When an incident between children occurs, we need to try to:

- Give the child/ren time to calm down before speaking to them
- Listen to each child explaining what has happened including any witnesses if possible
- Ask anyone who has been at fault what should have happened and what they would do differently next time
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.