

All Saints Bedworth C of E Academy

Positive Behaviour and Relationships Policy

Rationale

At All Saints, our vision is “*learning and growing together to be the best that we can be.*” This underpins our approach to behaviour, relationships and personal development. We believe that children flourish when they feel safe, valued and supported. Our policy aims to create a nurturing environment – “fertile soil” – where all pupils can grow academically, socially, and emotionally. We are committed to a trauma-informed and relational approach to behaviour management, recognising that behaviour is a form of communication and that connection underpins change.

This policy aligns with key DfE guidance, including:

- *Behaviour in Schools: Advice for Headteachers and School Staff (2024)*
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (2023)*
- *Searching, Screening and Confiscation: Advice for Schools (2022)*

Policy Aims

- To promote a safe, respectful, and inclusive school environment.
- To support all pupils to regulate their behaviour in a positive way.
- To ensure that expectations are consistent, fair, and transparent across the school.
- To provide clear guidance on rewards, consequences, and restorative approaches.
- To ensure that staff use trauma-informed and relational strategies to support behaviour.
- To work in partnership with parents and carers to support every child.
- To ensure that pupils with SEND have their needs met through reasonable adaptations.
- To meet our statutory duties under the Equality Act 2010 and the DfE’s Behaviour in Schools (2022) and Suspension and Permanent Exclusion (2023) guidance.

Our Commitment: Protect, Relate, Regulate, Reflect

Our school follows a trauma-informed approach built around four key principles: **Protect, Relate, Regulate and Reflect**. These guide how we support all pupils—especially those who have experienced adversity—to feel safe, connected and ready to learn.

Protect

We make sure every child feels safe at school. This includes:

- A warm welcome every morning and an open-door policy for families.
- Staff using a calm, kind and curious approach (known as PACE) to help pupils feel safe and understood.
- Avoiding shouting or shaming, and repairing any mistakes with care.

- Helping staff get to know pupils as individuals
- Ensuring vulnerable pupils have access to a trusted adult every day.
- Offering quieter spaces and flexible support when pupils find busy environments overwhelming.
- Encouraging pupils to ask for help privately when needed.
- Supporting staff wellbeing so they can be emotionally present for the children they work with.

Relate

We build trusting relationships so that children see themselves and others positively. This means:

- Giving children repeated chances to build trust with caring adults.
- Helping children move from coping alone to being confident to ask for help.

Regulate

We help children manage their emotions and stress in healthy ways by:

- Using calming, playful and nurturing interactions to reduce stress and anxiety.
- Creating emotionally safe classrooms that support learning and wellbeing.
- Following the 'zones of regulation' emotion coaching approach
- Supporting staff wellbeing so they can stay regulated and avoid burnout.

Reflect

We give children and adults the tools to understand and talk about their feelings and experiences:

- Staff are trained to listen with empathy and support children through safe conversations.
- Our PSHE curriculum teaches children about relationships, mental health, emotions, and how to make positive life choices.
- Staff help children reflect on their behaviour and experiences, turning them into learning moments rather than just reacting to them.

Our School Rules

Our three core school rules, known and understood by all pupils and staff, are:

- **Ready** – ready to learn, listen and participate
- **Respect** – respect for self, others and the environment
- **Safe** – keeping ourselves and others safe through our actions and words

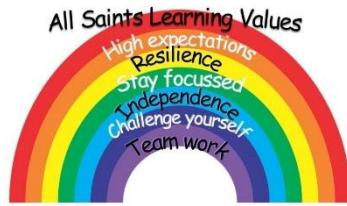


We explicitly teach these expectations through assemblies, class discussions, PSHE and modelling by all adults in school.

Our School Values

School values provide a vital foundation for promoting positive behaviour, sitting alongside our school rules of *Ready, Respect, Safe*. Our learning values and our Christian values help children understand not just *how* to behave, but *why* those behaviours matter. These values support children to develop positive relationships, make thoughtful choices, and contribute to a kind, inclusive and purposeful school

environment. By regularly revisiting our values in assemblies, lessons and daily interactions, we create a shared language and a consistent framework that supports every child to grow socially, emotionally and spiritually and 'be the best that they can be'



Behaviour Strategies and the Teaching of positive Behaviour

We believe that positive behaviour can be taught and practised like any other skill. Strategies we use include:

- Positive relationship building: communicating kindness, being active listeners, demonstrating and positive attitude
- PSHE and circle time activities
- Modelling desired behaviours
- Providing structured choices and clear expectations
- Clear and consistent routines: e.g. for classroom activities, lining up and movement around the school
- Emotional check-ins and regulation strategies
- Zones of Regulation and access to calm spaces
- Visual supports and routines for those who benefit

For pupils needing additional support, we use individual behaviour plans and targeted interventions.

Promoting Positive Behaviour (rewards)

Positive behaviours are promoted and reinforced through:

a) Positive Praise:

All staff use regular praise to recognise children showing our values and school rules. This might include stickers, raffle tickets, or class-based reward systems. Staff are encouraged to share positive messages with parents via Class Dojo or in person.

b) Values Reward Booklets:

All pupils have a *Values Reward Booklet* where they collect ticks or stamps for showing our Learning and Christian Values.

- Nursery pupils need 25 ticks to complete their booklet.
- Reception to Year 6 pupils need 50 ticks.
- From Year 1 up, booklets have two sections—one for Learning Values and one for Christian Values.

When a booklet is completed, the pupil is celebrated in assembly and chooses a reward (e.g. badge, certificate, or pencil).

c) 'Being the Best You Can Be' Tokens:

Pupil leaders (such as School Councillors and Sports Committee members), midday supervisors, office staff, and staff in assemblies can give tokens to pupils showing excellent behaviour or values. Each token earns the pupil 3 extra ticks in their reward booklet.

d) Celebration Assemblies:

Every week, a special assembly celebrates pupils who have shown our values and followed the rules. Each class gives out one *Learning Values* certificate and one *Christian Values* certificate. Photos or videos are shared with families via Class Dojo.

e) Pupil Leadership Opportunities:

Pupils help promote our values and rules through leadership roles like the *Learning and Values Council* and *Sports Committee*. These pupils meet regularly with staff, lead by example, and take part in activities such as pupil voice and collective worship.

Other Rewards:

We also use other rewards when linked to school priorities, including:

- Headteachers Award certificate
- Pen Licences
- Weekly class award for best attendance
- Home learning certificates
- Numbots / TTRS awards

These rewards help build a positive and motivating learning environment for all.

Consequences

In our school, consequences are not about punishment. They are consistent responses to behaviour that aim to support reflection, repair and learning, in line with our relational approach.

In line with trauma-informed practice, consequences are:

- Proportionate and fair
- Connected to the behaviour (e.g. fixing or restoring harm)
- Applied with consistency, empathy and support

Restorative approaches are encouraged wherever possible to help rebuild relationships and repair harm.

Stage 1: Verbal Reminder

When a pupil shows behaviour that is not in line with our school rules or values, staff offer a calm, clear verbal reminder of the expected behaviours. This reminder reinforces our expectations and gives the pupil an opportunity to redirect their behaviour.

Stage 2: Verbal Warning

If the behaviour continues, the pupil receives a further clear and calm warning. This includes a brief, respectful reminder of the rule or value and a chance to make a positive change before further action is taken.

Stage 3: Reflection and Relational Follow-Up

If the pupil continues to show unsafe, disrespectful or disruptive behaviour, or if the behaviour is more serious (see examples below), a more structured reflection will take place. This involves:

- Completing a **Behaviour Reflection and Consequence Sheet** with an adult, at an appropriate time (usually break, lunchtime or the end of the day).
- Talking together about what happened, what the pupil was feeling, and how they might make a different choice next time. This includes discussion linked to our *Zones of Regulation* curriculum to support emotional literacy and self-awareness.
- Identifying a logical or natural consequence that helps repair relationships or respond to the situation. Adults use their professional judgement and knowledge of the pupil to guide this discussion – they may offer limited, appropriate choices or suggest a clear next step.

Copies of the reflection sheet will be shared with parents and uploaded to CPOMS.

Note: Minor physical behaviour, swearing or aggression will move a pupil straight to Stage 3, given the need for immediate relational repair and safety.

Stage 4: Senior Staff Support

If a pupil's behaviour is more serious or continues despite earlier stages, a discussion will take place with a senior member of staff. This may need to happen **immediately**, depending on the behaviour. The staff members involved in Stage 4 are:

- Mrs Greenway – Inclusion Co-ordinator
- Miss Moorhead – Assistant Head & KS2 Phase Leader
- Miss Carbonell – SENDCo & EY/KS1 Phase Leader
- Mr Wagstaff – PE, Sports and Personal Development Lead
- Mrs O'Grady – Headteacher

This discussion focuses on relational repair and re-engagement, and may result in a follow-up action such as:

- Temporary removal from the playground for a specified time
- Loss of pupil leadership role for a set period
- School-based 'community responsibility' (e.g. helping tidy a shared space)
- Behaviour report with daily check-ins with a senior staff member
- Daily individual reward chart monitored by senior leader
- Internal suspension (supervised learning away from the class for a period of time)
- Meeting with parents to plan further support

The chosen action will always be proportionate, supportive, and aimed at helping the pupil learn and grow. A letter confirming the Stage 4 consequence will be sent to parents/carers and recorded on CPOMS.

When to Move to Stage 4

Examples of behaviours that would lead to Stage 4 include:

- Use of discriminatory or derogatory language (e.g. racist, homophobic comments)
- A second behaviour reflection in the same day
- Persistent or escalating unsafe or disrespectful behaviour
- Significant disrespect to peers or adults

- Ongoing safety risks, such as leaving class unsafely or aggressive conduct
 - Serious physical behaviour
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Suspension and Permanent Exclusion (Stage 5)

The decision to suspend or exclude a pupil is a serious one and will only be taken in response to serious or persistent breaches of the academy's behaviour policy, and if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Before deciding whether to suspend or permanently exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked
- allow the pupil to give their version of events, if appropriate
- consider if the pupil has special educational needs (SEN)

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Where a pupil is involved in breaking the law the Police will be informed.

Wherever possible, we work to prevent exclusion through early intervention and partnership with families and external agencies.

Adaptations for Pupils with SEND

We recognise that some children may experience difficulties in managing their behaviour due to additional needs or past experiences. All staff are expected to make reasonable adaptations in line with the *Equality Act 2010*. This includes:

- Personalised strategies or support
- Reduced or adapted expectations
- Use of alternative regulation tools
- Communication with SENDCo and other professionals

Behaviour plans and risk assessments will be in place where needed.

Headteachers have the legal right to suspend or permanently exclude a pupil with Special Educational Needs (SEN) when their behaviour warrants it, in line with the Department for Education's statutory guidance on suspensions and exclusions. However, schools must ensure that they have made *reasonable adjustments* to support the pupil's needs, as required under the **Equality Act 2010**. It is unlawful to exclude a pupil *solely* because they have additional needs or a disability. Decisions must take into account whether the behaviour is a direct result of unmet needs or a lack of suitable support. Schools should demonstrate that they have taken all appropriate steps to meet the pupil's SEN before reaching the decision to suspend or exclude.

The Role of Parents and Carers

We value strong partnerships with parents and carers and believe behaviour is most effectively supported when home and school work together. We ask that parents:

- Reinforce our school rules at home
 - Support school decisions and consequences in a constructive way
 - Communicate any concerns or relevant changes in home life that may affect their child's behaviour
 - Attend behaviour-related meetings when requested
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Positive Handling

A small number of staff are trained in *Team Teach* and may use positive handling techniques in line with our physical intervention policy.

School staff are legally permitted to use reasonable force, including physical intervention, in the following four key circumstances:

1. **To prevent injury** to the pupil themselves or to others.
2. **To prevent serious damage to property.**
3. **To prevent a criminal offence** from being committed.
4. **To maintain good order and discipline** in a school setting, particularly where a pupil is significantly disrupting learning or refusing to follow a lawful instruction.

In all cases, any physical intervention must be **reasonable, proportionate, and necessary**, and should be a last resort after other de-escalation strategies have been used. Schools are expected to record and report any use of physical intervention and inform parents/carers as part of a transparent safeguarding approach.

Where physical handling is used, staff must ensure the incident is clearly recorded using the school's agreed system, and that parents or carers are informed on the same day where possible. These records support transparency, safeguarding, and reflective practice.

Some pupils may have an *Individual Positive Handling Plan*, which outlines strategies to support regulation and reduce the likelihood of physical intervention being required. These are developed in partnership with parents and relevant professionals and are regularly reviewed.

Confiscation and Searching Pupils

Staff have the legal right to confiscate items that are:

- Prohibited (e.g. weapons, alcohol, illegal drugs)
- Disruptive or unsafe (e.g. mobile phones used inappropriately)

In line with DfE guidance on *Searching, Screening and Confiscation (2022)*:

- Searches without consent may be carried out by the Headteacher or authorised staff
 - A second adult must be present for any search without consent
 - Confiscated items will be stored securely and returned appropriately or disposed of if necessary
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Bullying and child-on-child abuse

At our school, every child has the right to learn in a safe, supportive environment, free from harm by adults or other children. We take all forms of abuse seriously and never accept it being dismissed as “banter,” “part of growing up,” or “boys being boys.” We understand that issues can differ between genders, especially with child-on-child abuse.

All staff know that children can hurt or abuse their peers. They are trained to follow the school’s policies and respond appropriately. Child-on-child abuse is unacceptable and will always be taken seriously.

This includes, but is not limited to:

- Bullying (including cyberbullying and bullying based on prejudice or discrimination)
- Abuse in close relationships between young people
- Physical abuse like hitting, kicking, biting, or other harm (including online threats or encouragement)
- Sexual violence, including assault and rape (including online elements)
- Sexual harassment such as unwanted comments, jokes, or online harassment
- Forcing someone into sexual activity without consent
- Sharing nude or semi-nude images without consent (sexting)
- Upskirting (taking inappropriate photos without permission)
- Hazing or initiation rituals involving harassment or humiliation (including online)

Bullying is repeated, intentional behaviour by an individual or group that causes harm, fear, or distress to another person. Our school has a zero-tolerance approach to all forms of bullying, including:

- Physical
- Verbal
- Indirect (e.g. exclusion, gossip)
- Cyberbullying
- Prejudice-based (e.g. racist, sexist, homophobic)

Allegations of bullying are investigated promptly and thoroughly, with appropriate action taken and recorded. All children are taught what bullying is and how to report it.

Because of the serious impact on victims, consequences for perpetrators may include those outlined at Stage 4 or higher in our behaviour system. Parents will be informed and invited to support any plans or consequences. Emotional support will be offered to both victims and those responsible where needed.

All staff work under the guidance of our Child Protection and Safeguarding Policy and follow KCSIE (Keeping Children Safe in Education) guidance.

Behaviour Off School Premises

Pupils are expected to follow our school behaviour expectations during:

- Educational visits
- Travelling to and from school
- Any activity associated with the school (e.g. sports matches)

Poor behaviour outside school may result in sanctions when it:

- Could have repercussions in school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
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Linked Policies

This policy should be read in conjunction with:

- Trust Suspension and Permanent Exclusions Policy
 - SEND and Inclusion Policy
 - Safeguarding and Child Protection Policy
 - Equality Policy
 - Physical Intervention Policy
 - Online Safety Policy
 - Exclusion Policy
 - Relationships and Sex Education Policy
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Monitoring and Review

This policy will be reviewed annually by the SLT and governing board. Staff, pupils and parents will be