



# Thinking Schools Academy Trust “Transforming Life Chances”



New Horizons  
Primary School

Behaviour and  
Relationships  
Policy

This interim policy adopted in  
September 2023

This policy will be reviewed in  
September 2025

## **Rationale**

All staff, pupils and parents/carers have a role in promoting positive behaviour and establishing a positive learning environment in which teachers can teach and learners can learn. Children need to learn to take responsibility for their actions and the choices they make. Through a positive approach to behaviour management, we will help children develop their sense of responsibility alongside their feelings of self-worth and self-esteem. We understand that developing high standards of behaviour cannot be left to chance and by promoting good social, emotional, moral and cultural development we will help children develop an understanding of acceptable behaviour and a positive attitude to learning.

This policy considers each pupil's past experiences, any additional needs and circumstances. We are an Adverse Childhood Experiences (ACEs) aware school. The use of the PACE approach (PACE stands for playfulness, acceptance, curiosity and empathy), relational and restorative practices are weaved throughout this policy.

## **Relationships**

Relationships are the foundations which underpin a successful behaviour policy. We believe that genuine connections between our staff and our pupils is the fundamental foundation of positive behaviours for learning and life. We recognise that all behaviour, positive or negative, is a form of communication. We feel that through this authentic, heartfelt connection with our pupils, we are then able to best support them with any difficulties involving their behaviour which communicate that something is not going well for them. The following sections outline our approach to relationships and the support that we commit to offering every pupil within our care. This approach is built on the foundations of our Rights and Responsibilities.

## **Our Rights and Responsibilities**

All members of the school community have:

1. The right to learn and the responsibility to use our learning heroes/habits to help us get success
2. The right to be safe and happy and the responsibility to look after our school, our resources, each other and ourselves

We use the diagram from Solent Psychology to support staff in school to know what they should 'Always,' 'Sometimes' and 'Often' do. (Appendix 1)

**We aim to instil in the children a sense of belonging and mutual respect within our school community. To support this and the 4 Rs, each class will develop and adopt their own class promises to support the sense of shared community responsibility.**

## **The Staff will:**

- Actively seek information about our pupils, including their past experiences.
- We will spend quality time with our pupils, being physically and emotionally present, attentive, attuned and responsive.
- Prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.

- As adults, we will be aware of our own emotions and request a change of face with a pupil if required.
- We will intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness, in order to support pupils to regulate and feel safe.
- We will be curious about why pupils do what they do, wondering (modelling) aloud so that our pupils have opportunities to be curious too and start to make links between states, sensations and feelings.
- We will not problem-solve or reassure our pupils before we have first really communicated that we have heard what they are trying to tell us about their internal thoughts and feelings and then we will use a collaborative problem-solving approach.
- We will use the 4 Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair:



From Bomber (2020)

- We will continually seek and provide professional development for our staff to support them on their journey.

#### The children will:

- Be ready to learn and allow others to learn
- Self-regulate
- Try to seek support when needed
- Have a clear understanding of the rules, rewards and consequences
- Become considerate and co-operative members of the school community with positive attitudes to learning

#### Parents/Carers will:

- Work with the school to ensure that their child is ready to learn and behave in such a way that enables others to learn
- Know the support and processes that will be followed if their child is experiencing behaviour difficulties in school

#### Rewards

Acknowledging, praising and rewarding positive behaviour encourages the child and reminds others of rules and expectations. To this end the praise needs to be specific i.e. "child's name...well done for listening well." Good behaviour is rewarded through the Reward Chart using pegs within the classroom. The hierarchy of rewards are:

Year R to Year 3	Year 4 to Year 6
Verbal praise	Verbal praise
Sticker	Sticker
Lucky Dip	Lucky Dip

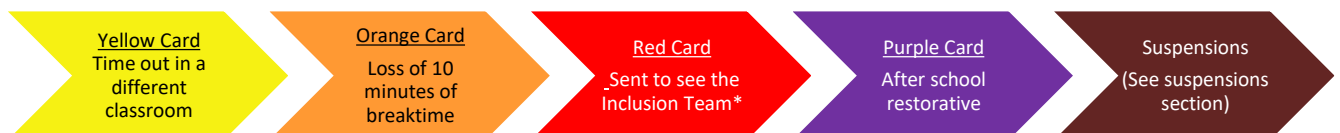
Good Effort and learning outcomes are rewarded by The Effort Book. Children who need to be entered into the ‘Effort Book’ are sent to a member of the senior leadership team. Research shows that by rewarding the amount of effort given to a task, rather than its outcome, helps to build positive and resilient learners.

When giving directions to pupils it is essential to describe the behaviour you want the child to do, accurately describing the desired outcome clearly to the child provides an alternative course of action, for example, “Walk, thank you.”

### When things become difficult - Consequences

The class promises are displayed in the classrooms so that the children can be reminded of them and so they can be referred to when necessary. Staff should use language of choice and positive reinforcement to help pupils recognise that actions have consequences. However, as a staff, we aim to recognise these as opportunities to discuss or problem solve alongside our pupils. It is through our positive relationships that we aim to understand what has happened and reasons behind this.

Consequences will follow the following card-based system. Each lesson will act as a fresh start for the pupil.



\*The Inclusion Team is all members of the Senior Leadership Team and the Mental Health Lead.

An indication of behaviours that may fall into each card can be found in appendix 2.

Before a consequence is issued, we consider any additional needs and/or circumstances to ensure appropriate and proportionate response.

In extreme case a suspension may be issued by the Headteacher – please see section on suspensions for further information.

### Record Keeping

Teachers will keep a record of any Orange cards issued. These will be logged the same day. If a pupil is issued with a Red Card, this will be logged by a member of the Inclusion Team.

If a pupil is receiving multiple more than 3 Orange cards within a week, a member of the Inclusion Team must be notified and contact may be made with the parent/carer.

### Suspensions (previously known as Exclusions)

In certain circumstances a fixed-term, internal or permanent suspension from school, the length of which is proportionate to the actions, may be issued by the Headteacher. These will be issued alongside the development of a robust support plan to support the pupil's return to school. We are committed to working collaboratively with the pupil and parents/carers to ensure a successful reintegration and proactive preventative plan for the future.

Behaviours that **may** result in suspension include (but are not limited to):

- Unprovoked/highly aggressive physical attack on a pupil or adult.
- Verbal abuse/ threatening behaviour against a pupil or adults.
- Persistent bullying, racism, sexism, homophobia, transphobia or harassment 'Dangerous or irresponsible behaviour'
- Dangerous or irresponsible behaviour'
- Bringing any offensive weapon in to school.
- Bringing alcohol, drugs or drugs paraphernalia into school.
- Theft or vandalism.
- Leaving the site without consent.
- Persistent disruptive behaviour.
- Sexual misconduct.

When suspending a child, we follow the Local Authority (Portsmouth City Council) guidelines. In the absence of the Headteacher, the Deputy Headteacher or Assistant Headteacher may make the decision to suspend, but will make every effort to contact the Headteacher first.

When issuing an internal suspension, a pupil may be required to attend another TSAT school for a fixed period of time with a known member of New Horizons staff.

### **Searching**

Based on the Department for Education advice for Headteachers, school staff and Governing bodies 'Searching, screening and confiscation' DfE January 2018.

The law allows school staff to search a pupil for any item if the pupil agrees. The Headteacher, Deputy Head or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are (but are not limited to):

- Knives or weapons
- Alcohol and or illegal drugs
- Stolen items
- Tobacco, cigarette papers or vape items
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil). The Headteacher or Deputy Headteacher and authorised staff can also search for any item that is banned from the school site.

### **Child on child abuse**

At New Horizons Primary School we recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. Victims, perpetrators and other children affected by child-on-child abuse will be supported sensitively by trained staff. Referrals to outside agencies for bespoke services will be made with the knowledge

of the parents of the children. In school ELSA support can be tailored to provide emotional support cases of child-on-child abuse.

All staff must be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which maybe stand alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves or to engage in sexual activity with a third party
- Up-skirting, which typically involves taking a picture under a person's clothing without their knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or harm
- Sharing of nude or semi-nude images (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals such as abuse or humiliation used as a way of initiating a person into a group. This may include an online element.
- Abuse in intimate personal relationships

Child on Child abuse can happen both inside and outside of school and online and will be taken seriously. All staff understand the importance of challenging inappropriate behaviours that are actually abusive in nature. Staff will not downplay certain behaviours, for example, dismissing sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys will be boys"; this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

This is linked directly to our school safeguarding policy, which can be found on our website.

### **Working with Parents/Carers**

The good relationship that the school has with parents is a vital part of maintaining a high level of appropriate relationships and behaviour in school. Clear and supportive communication is extremely important in order to maintain consistency for the children. In order to help with this, the school will hold a parents' evening once a term when behaviour issues can be discussed. At other times, parents will be contacted by letter, email or by telephone. As a school, we strongly encourage parents and carers to discuss any concerns with us rather than posting on social media.

### **Imposing sanctions for behaviour outside of school**

We expect our children to behave in the same exemplary manner out of school as they do in school, upholding our values. Where children behave out of school in such a way as to bring the school into disrepute, the Executive Headteacher/Head of School/Assistant Headteacher will, having considered the evidence, decide on the appropriate course of action. Children who misbehave on the way to or going home from school may be reprimanded by the Executive Headteacher/Head of School/Assistant Headteacher, as will children who plan inappropriate behaviour in school and then carry out the behaviour out of school. This may include detentions, suspension from school or reporting the behaviour to the police. This is in line with Government advice - [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk).

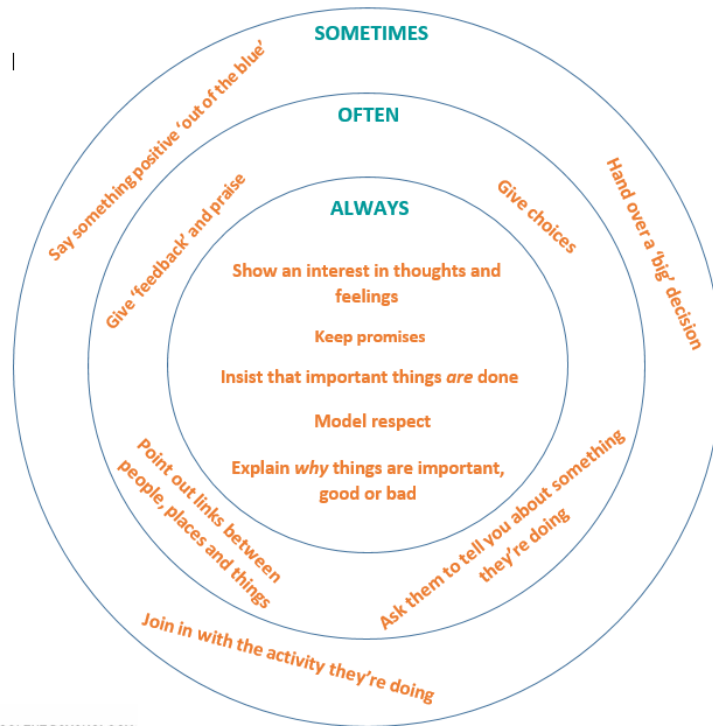
### **Untrue Allegations**

The Executive Headteacher and/or Head of School will be responsible for dealing with children that make allegations against staff that are untrue. The parents of such children will be informed of the allegation as well as the sanction that the school feels appropriate. When deciding on the sanction the Executive Headteacher will consider the context, nature and severity of the allegation, applying the most appropriate sanction from the list of sanctions already used in school.

### **Use of reasonable force**

We reserve the right to use reasonable force under the Education and Inspection Act 2006 should a child's behaviour be detrimental to maintaining good order and discipline in the school. If the child has not complied, the child is told that 'under the Education and Inspection Act 2006, we are now using reasonable force to maintain good order and discipline.' The child will then be removed by a guiding hand on the shoulder or, if necessary, a restraint position. The child's parents will be informed. Further information regarding this can be found at [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

they should 'Always,' 'Sometimes' and 'Often' do. (Appendix 1)



## Developing Positive Relationships at New Horizons





Appendix 2: Examples of behaviours that **may** incur a consequence:

<b>Yellow Card</b> Time out in a different classroom	<b>Orange Card</b> Loss of 10 minutes of breaktime	<b>Red Card</b> Sent to see the Inclusion Team	<b>After-school restorative</b>
<ul style="list-style-type: none"> <li>• Persistent disruption</li> <li>• Rudeness</li> <li>• Ignoring instructions</li> <li>• Not engaging with learning (refusal)</li> <li>• Misuse of equipment</li> <li>• Rough play</li> <li>• Constant talking/calling out/interrupting</li> <li>• Telling lies</li> <li>• Being unkind to others</li> <li>• Persistently distracting others from their learning</li> </ul>	Continuation of behaviours after having time out in a different classroom (yellow card) <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Walking out of the classroom (without permission)</li> <li>• Threatening another child</li> <li>• Purposely breaking equipment</li> <li>• Throwing equipment</li> <li>• Chewing gum</li> <li>• Misuse of toilets</li> </ul>	Continuation of behaviours after losing 10 minutes of playtime (orange card) <ul style="list-style-type: none"> <li>• Stealing</li> <li>• Racist/sexist/homophobic comments (any form of discrimination)</li> <li>• Unprovoked physical aggression</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Attempting to leave school site</li> <li>• Dangerous behaviour</li> </ul>	Continuation of behaviours after talking to a member of the inclusion team (red card) <ul style="list-style-type: none"> <li>• Vandalism / damaging property</li> <li>• Leaving the school site</li> <li>• Unprovoked extreme physical violence - causing injury</li> <li>• Persistent incidents of bullying</li> <li>• Spitting</li> <li>• Setting off the fire alarm</li> <li>• Violent behaviour when going to and from school</li> </ul>

This list is not exhaustive and consequences are at the discretion of staff as they know the children and their individual needs.