

Thinking Schools Academy Trust

New Horizons Primary School



## Behaviour and Relationship Policy

This interim policy adopted in September 2024
This policy will be reviewed in September 2026

## TSAT's 7 Principles of Behaviour and Culture



### TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



### 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. Pupils need to learn to take responsibility for their actions and the choices they make. Through a positive approach to behaviour management, we will help pupils 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 our pupils develop an understanding of acceptable behaviour and a positive attitude to learning.

This policy considers each pupils' 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. Staff recognise that relationships take time to build and that this may take longer with some pupils due to their lived experiences. 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 values.

### Our Values:

Our values underpin everything we do in school, these are:



Throughout the year, we take time explicitly teaching our values to our pupils through our PHSE wider curriculum. We are clear with the pupils what these look like in practice:

To support our values, we use the diagram from Psychology to support staff in school to know what should 'Always,' 'Sometimes' and 'Often' do. (Appendix 1)



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Solent  
they

### **The Staff will:**

- Actively seek information about our pupils, including their past experiences.
- 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.
- Be aware of our own emotions and request a change of face with a pupil if required.
- Intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness, to support pupils to regulate and feel safe.
- 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.
- Work in a solution-focussed way.
- Use the 5 Rs and ensure we are mindful of the order needed: Regulate, Relate, Reason, Repair and Reassure.
- Engage with professional development sought by SLT that best supports our pupils.
- Ensure that there are strong routines and expectations.
- Actively promote all pupil's responsibilities while at school.

### **The pupils will:**

- Be ready to learn and allow others to learn
- Self-regulate
- Try to seek support when needed
- Have a clear understanding of the values, rewards and consequences
- Become considerate and co-operative members of the school community with positive attitudes to learning
- Be given time to reflect on their actions and contribute to their next steps

### **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

### **The Academy's Governing Board (AGB) will:**

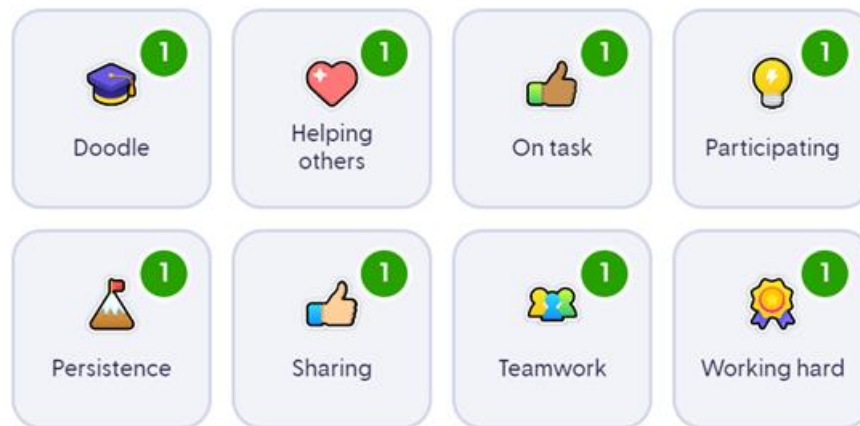
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness
- Hold the headteacher and senior leaders to account for its implementation

### **Rewards**

Acknowledging, praising and rewarding positive behaviour encourages pupils 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 using Dojo points.

Dojo points are an online reward system that allow classes to track positive behaviours. These points will be reset on a weekly basis.

All classes will have the following rewards:



In addition to this, each class can set two of their own which will link specifically to the skills that they are working on together.

Dojo Rewards (weekly)	Other rewards
10 points or more – Dojo Sticker	Verbal praise
15 points or more – Lucky Dip	Stickers
	Effort book
	Praise pad

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

In celebration assembly on Fridays, a star of the week will be awarded to a child in each class who has demonstrated that week’s focus learning behaviour. They will be presented with a certificate and a star badge to bring home.

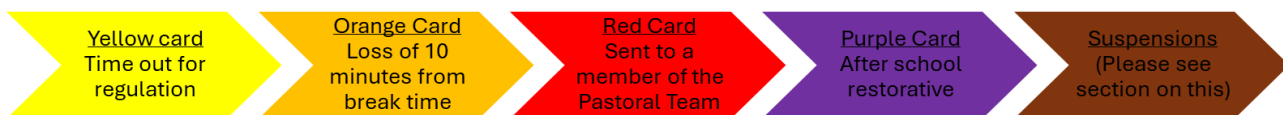
Consistent positive behaviour that promotes the school’s values and ethos will also be rewarded. This may be an invite to join a member of the senior leadership team for a task or another planned activity. Hot chocolate with the Head (or Senior Leader) is a fortnightly reward for invite for children who

demonstrate that they are always following the school values, showing positive behaviour.

### Repercussions

The class promises are displayed in the classrooms so that the pupils are reminded of them and so they can be referred to when necessary; these are linked to the school values. 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. Where appropriate, we will use logical consequences to support pupils' understanding of the impact of their actions.

Repercussions will follow our card-based system. Each session will act as a fresh start for the pupil.



\*The Pastoral Team is all members of the Extended Leadership Team, Mental Health Lead and Behaviour Support Officer.

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

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

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 or higher, this will be logged by a member of the Inclusion Team. If a pupil receives 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.

Other behaviours that are a cause for concern will be logged in line with our safeguarding policy; this must be done the same day.

### Suspensions

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 used as a last resort and will be issued alongside the development of a robust plan to support the pupil's return to school which will be completed as part of a reintegration meeting. We are committed to working collaboratively with the pupil and parents/carers to ensure a successful reintegration and proactive preventative plan.

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.
- Bringing any offensive weapon into 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 pupil, 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, this may be in the form of removal from their class or, where deemed appropriate, they may be required to attend another TSAT school for a fixed period with a known member of New Horizons staff. In instances where this is deemed appropriate, the power to direct offsite sits with the headteacher under the Education Act 2002.

### **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 them 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 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 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 the school's 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 to maintain consistency for the pupils. 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.

### **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 misbehaviour 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 Safeguarding policy for more information; [new horizons primary school safeguarding policy 24 25.pdf](#)

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

We expect our pupils to behave in the same exemplary manner out of school as they do in school,



upholding our values. Where pupils 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. Pupils 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 pupils 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/government/uploads/system/uploads/attachment_data/file/441212/behaviour-in-schools-guidance.pdf).

### **Untrue or Malicious Allegations**

The Executive Headteacher and/or Head of School will be responsible for dealing with pupils that make allegations against staff that are untrue. The parents of pupils 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.

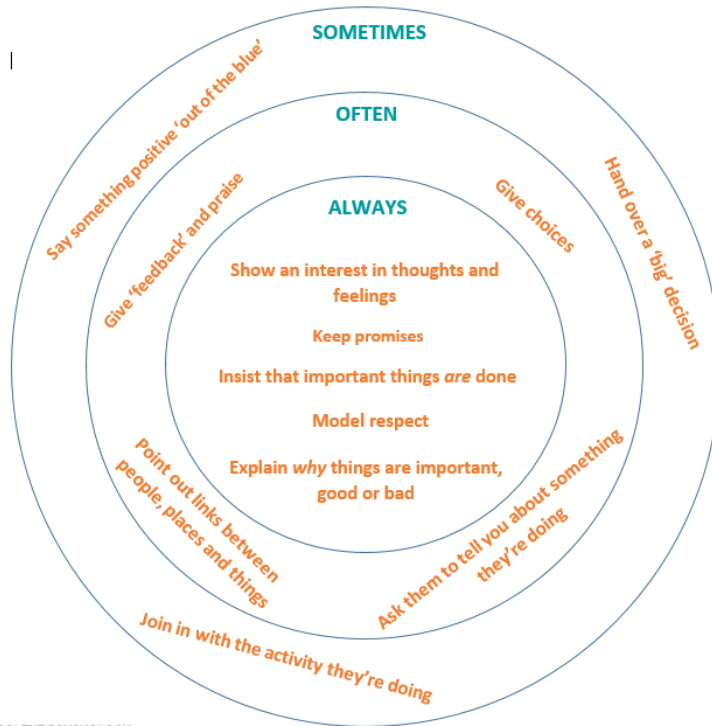
### **Equality vs Equity**

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. At New Horizons we advocate for each pupil to receive the resources, experiences, appropriate interventions and support in their learning so they can achieve their full potential.

### **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 deemed to be unsafe in a manner that puts themselves or others within the school community at risk. The pupil's parents will be informed. Further information regarding this can be found at [DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/behaviour-in-schools-guidance.pdf)

**Appendix 1** - We use the diagram from Solent Psychology to support staff in school to know what 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 Pastoral 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> </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> </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>• Physical and continuous verbal aggression</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 -</li> </ul>

<ul style="list-style-type: none"> <li>• Being unkind to others</li> <li>• Persistently distracting others from their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Purposely breaking equipment</li> <li>• Throwing equipment</li> <li>• Chewing gum</li> <li>• Misuse of toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Bullying</li> <li>• Attempting to leave school site</li> <li>• Dangerous behaviour</li> </ul>	<ul style="list-style-type: none"> <li>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>
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This list is not exhaustive, and consequences are at the discretion of staff as they know the children and their individual needs.