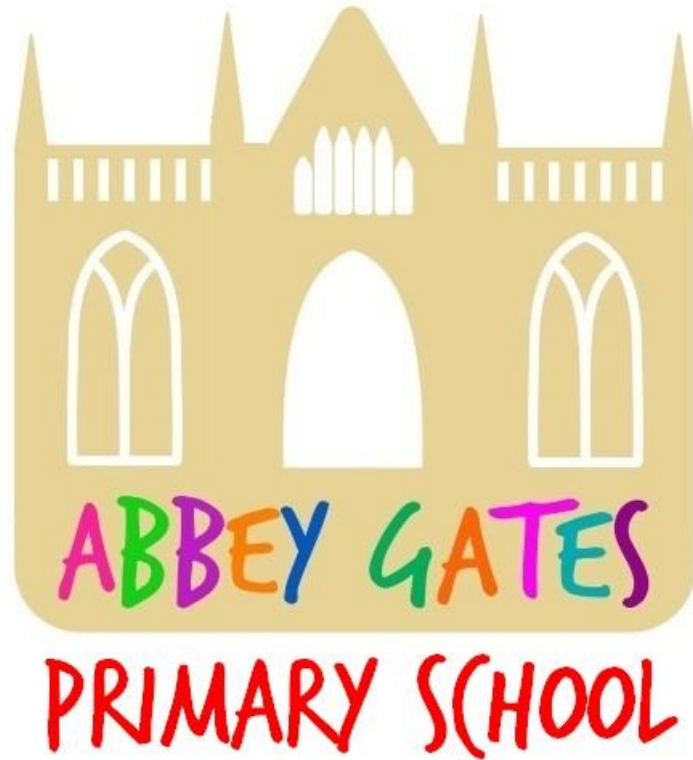


ABBHEY GATES PRIMARY SCHOOL



RELATIONSHIPS AND BEHAVIOUR POLICY 'Aim High and Be Kind'

Last review: Spring 2025

Next review: Spring 2026

Purpose

Abbey Gates Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The purpose of this policy is to guide staff, pupils, parents and governors on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Abbey Gates to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success in reaching their full potential.

Ethos and Values

At Abbey Gates our ethos is to 'Aim High and Be Kind'. We want all the children to feel safe and happy in their learning and we use the 5Cs to explore this: CARE, COMPASSION, CONFIDENCE, COOPERATION & COURTESY. We learn about good behaviour towards ourselves and others and good learning behaviour.

The 3 bees stand for:

- Be kind to yourself
- Be kind to each other
- Be kind to the world



We use these to explore how to look after ourselves physically and mentally, how to form good and respectful relationships and how to look after the world from an environmental perspective. As a consequence of our values, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to improve their life chances and to help them maximize their potential.

Aims

- To promote a culture of exceptionally good behaviour in line with our school's ethos: for learning, for community and for life where everyone treats one another with dignity, kindness and respect.
- To equip everyone with strategies to manage their behaviour predictably, fairly and with trust based upon kindness and restorative practices.
- To provide clarity and transparency about school's expectations and how these should be met through its systems and routines.
- To ensure flexibility in supporting behaviours that might be the result of Adverse Childhood Experiences and/or additional support needs, equipping staff with the schools to support de-escalation, co-regulation and building resilience.

Leadership and Management

Whilst behaviour is everybody's responsibility, the following members of staff have specific roles in relation to behaviour.

Name	Role/Responsibility	Brief Outline
Samantha Taylor	AHT/SEBCO Pupil Premium Lead Pastoral Care Team	Support whole school community in understanding and implementing the behaviour policy.
Tella Durham Amy Smith	SENCO Assistant SENCO Pastoral Care Team	Support staff and pupils with provision for SEND pupils.
Laura Muzeja	ELSA / Pastoral Care Team	Support pupils with higher level pastoral needs.
Abi Quant-Epps	Head Teacher	Oversee the implementation of the behaviour policy.
Carl Boettcher Francesca Potter Stuart Bestwick	Governor Links	QA monitoring and reporting in the area of Behaviour & Attitudes.

The school leaders listed above play a crucial role in ensuring the whole-school community understands the behavioural expectations and the importance of maintaining them. In addition, they consider any appropriate training required for staff to meet their duties within this policy.

Our school leaders are committed, highly visible supportive of and supported by the whole school team.

How did we arrive at this policy?

This policy was formulated considering DfE publications, published research about approaches to behaviour management and in consultation with the whole school community and legal obligations including the Equality Act 2010.

1. **Staff** - Staff have been involved with updates to the policy through regular agenda items at staff meetings. This includes teachers, teaching assistants and the Play Team (MDSAs).
2. **Governors** - The policy has been agreed by Governors. The headteacher and SEBCO report to governors on a termly basis. Governors have attended relevant staff meetings and come into school to monitor behaviour and personal development as part of their ongoing QA monitoring cycle.
3. **Parents and Carers** – Parents are regularly surveyed for their views towards behaviour and bullying.
4. **Pupils** - Pupils have created a child friendly version of the anti-bullying policy. Pupils are regularly surveyed for their views towards behaviour and bullying.
5. **Other partners.** Staff at 'Buzz Club' wrap around care are involved in the development of the policy and its changes.

This policy is available

- On our school website
- From the school office

Roles and Responsibilities

If we are to be successful in supporting a child to improve their behaviour, we have to work in partnership with parents. This is only effective if all parties communicate on a regular basis, keeping each other informed of any issues or informing them of successes.

Staff Responsibilities:

All staff will:

1. Meet and greet every child at the start of every lesson and be ready to teach.
2. Listen to all parties involved in behaviour incidents.
3. Model our expectations and values.
4. Provide a safe environment.
5. Connect before we correct.
6. Stay calm and consistent in our expectations.
7. Plan lessons that engage, challenge and meet the needs of all learners.
8. Use praise and positive reinforcement to encourage expected behaviours.
9. Apply the school's policy fairly, appropriately and consistently.
10. Follow up incidents and engage in reflective dialogue with learners and, where appropriate, parents.

Children's Responsibilities:



EXPECTATIONS

Be kind to yourself by...	Be kind to others by...	By kind to the wider world by...
➤ Being ready to learn	➤ Helping others to learn	➤ Acting on learning about how to take care of the environment
➤ Speaking up when you need help	➤ Encouraging others to speak up when they need help	➤ Speaking up if you notice something needs changing in our learning environment (both inside and out)
➤ Letting others help you	➤ Helping others when they need it	➤ Helping to look after our learning environment
➤ Joining in, with learning and with play	➤ Letting others join in, with learning and with play	➤ Joining in with keeping our environment safe, clean and tidy
➤ Checking how you are feeling - using Take Five to help	➤ Checking how others are feeling - asking permission for consent	➤ Checking that the environment makes everybody feel safe and happy
➤ Being kind and polite - it makes you feel good	➤ Being kind and polite to everyone - it makes others feel good	➤ Being kind and polite to the nature and animals - it makes the whole world feel good!

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying/behaviour. Children should be able to work in an environment which is free from discrimination, harassment and victimization. We want Abbey Gates to be a place where diversity is celebrated and individuals feel valued and respected for who they are.

Parents/Carers Responsibilities:

- Help your child(ren) to understand the school's ethos of aiming high and being kind
- Raise any concerns directly with the school
- Work in partnership with the school to promote high standards of behaviour at all times
- Attend and engage with any additional meetings regarding their child's behaviour e.g. reintegration meetings.
- Make children aware of appropriate behaviour in all situations
- Encourage children to take responsibility, as outlined above.
- Support the school in the implementation of this policy
- Know that school may address misbehaviour that occurs outside of the school premises if incidents of online conduct occur, particularly if this poses a threat to another pupil or could adversely affect the reputation of the school.

ABC – All Behaviour has Consequences

At Abbey Gates we believe in ABC – All Behaviour has Consequences and this is something which is discussed with children regularly. We help children to understand that:

- Positive behaviour can lead to positive consequences (e.g. listening in class helps yourself and others to learn etc)
- Unwanted behaviour can lead to unwanted consequences (e.g. others' not being able to hear the teacher etc).

Through talking about ABC, we aim to reinforce positive behaviours and help, support and educate children to understand the positive consequences that this leads to.

Responding to good behaviour

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

We recognise learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Staff do not underestimate the use of praise in developing a positive atmosphere in the classroom. It is the key to developing positive relationships, including with those learners who are hardest to reach.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

- Positive reinforcements
- Specific verbal praise
- Written and/or verbal communication with parents

Responding to unwanted behaviour

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with this policy.

The first priority has to ensure the safety of pupils and staff and to restore a calm environment.

The following steps can be used to support addressing incidents of misbehaviour

- A verbal or non-verbal reminder of the expectations or a whole class reminder.
- Use of scripts and fogging

Scripts	Fogging
"Let's..."	Agree...and yet...
"I need you to..."	"I hear what you are saying...and yet..."
"I notice you are..."	"I understand...and yet..."
"Do you remember when you..."	"Maybe you were...and yet..."
"You should be..."	"Yes sometimes I may..."
"In 5 minutes you will have to..."	"Yes you may think that..."
"When I return, I will see..."	"There may be some truth in..."
"Today we are going to..."	"I'm sorry that you are..."
"I expect you to..."	
"I know that you will..."	
"Thank you for..."	

- Regulation/co-regulation techniques
E.g....I can see that you're feeling... I wonder if....
- Use of Take Five Practices
- A written account of the child's perception of the incident

Supporting pupils following incidents of unwanted behaviour:

Steps to support pupils following incidents of unwanted behaviour may include:

- Restorative conversation.

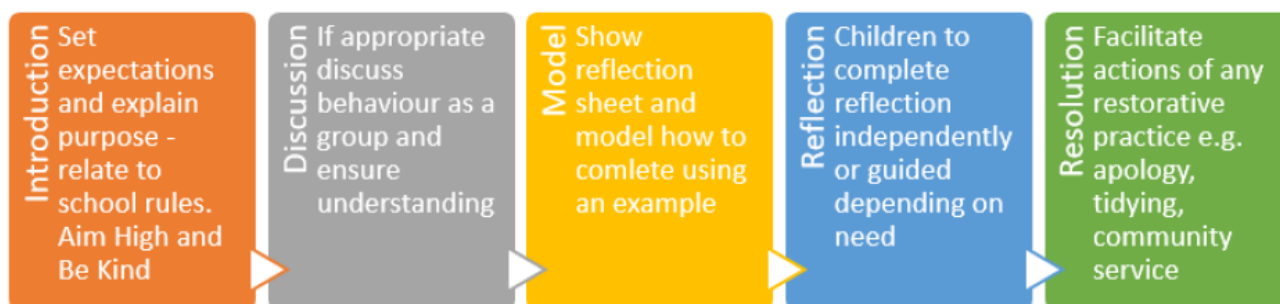
Restorative Questions	
1.	What happened?
2.	What were you feeling/thinking at the time?
3.	How did this make other people feel?
4.	Who has been affected? How do you know?
5.	What should we do to put things right?
6.	If this happened again, how could you do things differently?

- Discussion with parents. These discussions may be supported by the SEBCO / SENCO or a member of SLT if considered appropriate.
- Talking to all adults who work with the child.
- Liaising with external agencies as required.

Unexpected Behaviour Intervention and Reflections

When unexpected behaviour is displayed, a behaviour reflection intervention may be triggered. The goal is to foster self-reflection and personal responsibility, guiding children towards making positive choices. These sessions can only happen once a child has regulated, remembering that we should 'connect before we correct'.

The intervention should follow the following structure:



Children should be prompted to reflect on their behaviour choices, at a level appropriate to the individual child or group of children, using questions such as:

- What happened? What were the triggers? What have you thought since?
- Who has been affected? What can we do to put this right?
- What can you do differently in the future? What can we do to help you?
- Next time I will show I am 'Being Kind' by...

Dealing with higher-level behaviour:

The following outlines steps that school may take when responding to higher level incidents:

- In more serious circumstances, support may be needed from SLT. Staff can send their ID card to the office.
- Contact with parents.
- Some children may need an individualised behaviour plan.
- On occasion, SLT may decide that removal from classroom is appropriate for an individual in order for all pupils to continue learning in a safe environment. The pupil who has been removed will continue with their learning. Parents will be informed of any instances of this. Removal from the classroom will be used for the following reasons:
 - a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
 - b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment

c) To allow the pupil to regain calm in a safe space.

This should not be confused with day-to-day management of SEND provision and opportunities to regulate as part of a planned response. The length of time will be decided based on how ready the child is to return to class safely for themselves and others.

- School-based community service.
- A re-integration plan.
- Exclusion from school if inappropriate behaviour continues or is totally unacceptable, at the headteacher's discretion (see Exclusion Policy).

Use of reasonable force

In line with government guidance, under very exceptional circumstances reasonable force may be required to manage a child's physical behaviour or aggression where their behaviour is endangering themselves, other children, adults or causing serious damage to property. Reasonable force should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene through discussion and diversion. We have a number of staff on-site who are trained to cope with risky behaviours.

Children with additional needs/SEND:

Where a child with SEND is involved in an incident, each case will be considered in relation to their need as well as in relation to our school's expectations. School will consider whether a child's SEND needs have contributed to the misbehaviour. School will also consider whether any reasonable adjustment needs to be made when considering how to respond to the unwanted behaviour.

Transition

Abbey Gates Primary School will undertake to liaise fully with Key Stage 3 when transferring children to the secondary setting. They will also liaise with Early Years settings when children transfer into Abbey Gates Primary School. This will involve attending reviews and inviting colleagues from other settings to these reviews.

Links with other Policies

Below is a list of policies that should be read in conjunction with the behaviour policy. This is not an exhaustive list.

Policy	Why
Anti-Bullying Policy	Procedures and information linked to anti-bullying
Attendance and Punctuality Policy	Attendance and absence
Child on Child Abuse Policy	Information, systems and procedures with regard to child on child abuse.
Complaints Policy and Procedures	Guidelines to make a complaint if families are not happy with the school's response
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
Exclusion Policy	Systems and procedures linked to fixed term and permanent exclusion.
Online Safety Policy	Cyberbullying and e-safety
SEND Policy	Outlining of SEND provision that is additional to and different from universal provision.
Safeguarding Policy	Child protection