# Positive Behaviour and Relationships Policy 2025

WELLAND ACADEMY

**Reviewed and updated June 2025**

## Our Purpose

## To provide inspirational opportunities to develop knowledge and skills so that our pupils can make positive choices to determine their future.

The happiness and the wellbeing of our children underpins everything we do. We understand that when children feel happy, safe, listened to and respected, then they make progress with their learning. All school staff, parents and carers, and children are expected to maintain the highest standards of **positive behaviour,** to accept responsibility for their conduct and encourage others to do the same. When we work together everyone can achieve excellence, love learning, create and innovate, engage with their world and feel they belong at our school.

**The Welland Academy Values**

| | | | | |
|---|---|---|---|---|
| Kindness | Resilience | Bravery | Honest | Patience |
| | Independence | Confidence | Curiosity | |

These values underpin the Academy's ethos and are referred to daily.

We aim to:

- Positive behaviour, self-regulation, self-discipline and personal development.
- Provide a safe, comfortable and caring environment for optimal learning to take place
- Provide clear guidance for children, staff, parents and carers of expected behaviour
- Foster the belief that children may make 'the wrong choices' and encouraging and enabling children to make good choices
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally
- Use restorative approaches to follow up constructively on behaviour which falls short of our expectations
- Involve families, parents and carers in the development of positive behaviour.

**To achieve this, all members of Welland Academy must adhere to our three rules;**

***Be Ready***
***Be Respectful***
***Be safe***

**Welland Academy Rules: Be Ready, Be Respectful, Be Safe**

This policy sets out the rules, routines and visible consistency's that all children, families and staff must follow. Welland Academy has three simple rules: be ready, be respectful, be safe, which can be applied to anybody, in a variety of situations, and are easy to remember and taught explicitly.

Each class will make a class charter at the start of the year, agreeing on what these rules mean in their class. Below are examples (not exhaustive) of what children being ready, respectful and safe might look like.

| Ready | Respectful | Safe |
|---|---|---|
| Being punctual, on time<br><br>Having all the equipment, resources ready for the day<br><br>Sitting upright, facing the speaker, listening and thinking<br><br>Following the instructions and tracking the person who is speaking<br><br>Keeping hands and feet in own space<br><br>Using equipment correctly and as guided by adults<br><br>Putting 100% effort in | Being polite to everyone<br><br>Taking turns to speak and listen<br><br>Considering how other people feel – being kind<br><br>Taking care of the school, it's environment and the equipment<br><br>Playing co-operatively and sharing<br><br>Valuing each other's work and contributions<br><br>Telling the truth and listening to other people's perspectives<br><br>Accepting a solution or consequence without arguing<br><br>Seeing an apology as a signal someone has learnt and reflected on their behaviour and wants to repair | Using kind words that makes others feel safe<br><br>Gentle hands, gentle feet<br><br>Smart walking<br><br>Following adult instructions<br><br>Using equipment gently and as intended<br><br>Staying in the place, room, area as guided by the adult<br><br>Reporting any damage noticed around the school<br><br>Taking responsibility for their own behaviour and planning how to repair when things have gone wrong. |

## What children can expect from staff

Relationships are central and essential. Positive behaviour must be recognised sincerely and consistently. Our aim is that children are praised publicly and, as much as possible, reminded in private.

**Everyone, everywhere!**

Every member of staff at Welland Academy is expected to deliberately and persistently notice children doing the right thing and praise them for it. This applies to the Principal, Deputy and Assistant principals, teachers, support staff, site team, the midday team, the catering team, the office team... **everyone**. This applies in the classroom, the halls, the corridors, the playground, on trips... **everywhere**!

| Our rules | Consistencies | Recognition |
|---|---|---|
| Be Ready<br><br>Be Respectful<br><br>Be Safe | 1. **Greeting and welcoming** children into a calm school environment – adults to be on time, ready and welcoming.<br>2. **Verbally recognising** children who are doing the right thing.<br>3. Correcting children who are not yet ready, respectful and/or safe….follow up to support them better to ensure high expectation.<br>4. Expecting **smart walking** around the school<br>5. Expecting lining up in silence at end of break and lunch<br>6. **Praising in public, reminding in private,** as far as possible<br>7. Consistent language and **restorative scripts**<br>8. **Deliberate attention** and interest **to building relationships** | 1. Non-verbal, verbal or written praise<br>2. Moving up bronze, silver, gold – gold stickers<br>3. Praise to parent, carer at home time<br>4. Phone call/message/postcard home<br>5. Showing work to another adult<br>6. House points<br>7. Glory board/Values certificate in celebration assembly |

*Smart walking is walking with hands behind back, walking with purpose, not talking unless saying thank you to someone holding a door.

**House point guidance**

House points should be given to pupils who go above and beyond. This is not for 'expected behaviours'. Children should achieve a certificate per term, bronze by Christmas, silver by Easter and Gold or Platinum by the summer.

**Certificates**

Nominees for celebration certificates should be carefully considered and not for new starters. A log of who has had a certificate should be kept.

## How do adults teach and promote positive behaviour at Welland Academy?

All school adults must work hard to know the children extremely well and to develop positive relationships and mutual respect with all of the children and adults in the school community. This requires deliberate engagement with children to ensure they feel valued. It enables adults to follow up on negative behaviour with genuine care.

Our emphasis is on the use of praise and positive encouragement, rather than on failures. We believe that we get more of what we pay attention to! Praise should be specific, and the child should always know why they are being praised e.g. 'Great lining up, you stood still and quiet.'

## Teaching positive behaviour and wellbeing

Developing emotional literacy goes hand in hand with achieving positive behaviour at Welland Academy. Assemblies and PSHE lessons aim not only to teach children strategies to support wellbeing and happiness, but also teach expected behaviours, respect and empathy in order to learn and function in society. OPAL assemblies, that take place once a half term as minimum, will teach the children how to be safe during OPAL time.

At Welland Academy, we adults use emotion coaching to teach and support children to learn and understand about their emotions through the four-step approach. Understanding of emotions is developed through relationships with supportive adults.

## Children who need more support to be ready, respectful and safe

Our whole school approach to positive behaviour and well-being is designed to create a calm, caring culture which enables children with SEND to learn, succeed and feel they belong. Welland Academy is an inclusive school, and we are all the richer for our diverse children

Different children find different aspects of school a challenge. Some children will need adaptations of what 'Ready, Respectful and Safe' look like. They may need to have simple adaptations or a positive behaviour plan, enabling them to be successful. Plans are developed by class teams, the SENDco or Deputy Principal and shared with families and the child. They may include alternative rewards, timetables or provisions to reinforce positive behaviour and self-regulation. They may also detail signs and triggers of negative behaviour, and strategies that help the child to succeed. An ABC chart may be completed to record behaviour incidences to record patterns and support the academy to further support and understand triggers.

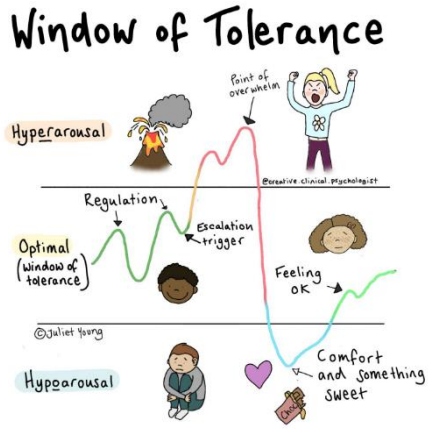
Our ELSA (Emotional Learning Support Assistant) and Learning Mentors also support children throughout the school with their wellbeing and emotional regulation.
If there is unsafe behaviour at lunchtime during OPAL time, children will have support through benefit risk training with a senior leader.

## Beyond the school gate

The school is committed to ensuring children act as positive ambassadors for themselves and for Welland Academy and the same behaviour expectations for children on the school premises apply to off-site behaviour, including when children are taking part in school organised or school related activity, travelling to and from school.

**How does our school respond to negative behaviour?**

All adults in school have the responsibility to regulate their own emotions, body language and tone of voice. Staff are aware of the window of tolerance when responding to negative behaviours (see diagram below) and take this into account. Staff must be regulated themselves when managing negative behaviours.




The pace approach is used, supported by emotion coaching, to guide and teach children about their emotions, learn how to self-regulate and to solve their own problems.

**Reporting and recording negative behaviour**

When recording incidents of negative behaviour, it should be done on CPOMS. The description must be factual and to the point. Accounts must be specific, eg we say exactly what happened, 'the child pinched ____ on the arm', rather than say the child attacked. Whichever adult is present when an incident occurs and/or is the main adult managing the behaviour, has the responsibility to record what happened on CPOMS as soon as is practical.

**Step Approach**

At Welland Academy we use a system of steps to ensure a consistent approach to negative behaviours. Throughout the steps, adults must remain calm and consistent. The tone of voice and the way the adult structures redirection, so that is aimed at the behaviour, not the child is important. Adults will try to avoid describing the child's behaviour to another adult in front of the child.

The steps are cumulative within a lesson, but it is important that everyone has a fresh start after each registration. It is always aimed that the child will make good choices and have a successful lesson or playtime.

Parents must be kept informed of negative behaviours as far as possible, ensuring what is communicated is factual (not using terms like 'had a bad day').

| Step Approach | |
|---|---|
| **Step** | **Example** |
| **Nudge**<br>Gentle encouragement and may be non verbal | Non verbal - Standing next to a child, placing a hand on the table, pausing mid sentence, eye contact.<br>Verbal – eg 'Eye's on me and ready to listen' |
| **Reminder**<br>Short, polite reminder of the rules | For example - 'You are talking when I am talking. This is a **reminder** we need to be ready and respectful. Please listen and stop talking. Thank you.' |
| **Step 1 - Time Out**<br>This is a time out in the classroom | At this point the child will be told to take a time out to stop, think and reflect on how they can improve their behaviour. (maximum of 5 minutes in the classroom/ 2 minutes for EYFS) They may be asked to move to another area at this point to allow this to happen. It is important to follow this up with the teacher having a conversation with the child. It may mean that the child may need to stay in during play or accompanying the adult on break duty. |
| Step 2- **Time out in another room** | As a result of the time out in their own classroom it may be necessary to provide the child with further reflection time in another class. This should be for 10 minutes maximum and the child should take their work with them. |
| Step 3 – **Reflection time**<br>This is a short restorative conversation during playtime followed by a repair task | This is a reflection time with a member of staff during play time or lunchtime. A restorative conversation should take place of about 5 minutes with a follow up consequence to repair the situation. This may be completing work that was not completed, tidying up, or apologizing to someone.<br>Teachers should inform parents either face to face or by phone. |
| Step 4 – **Discussion with Senior Leadership Team.**<br>This is a restorative conversation with the senior leadership team | If there is a significant negative behaviour then this child may go straight to Step 4 for a restorative conversation with a member of the senior leadership team. This will be followed by a consequence or repair task as mentioned above.<br>On occasions a member of the SLT may decide that an internal seclusion may be necessary.<br>Teachers must contact parents to inform them that their child was on Step 4 or it may be necessary for the member of SLT to inform them.<br>It may be necessary for the teacher and phase leader/assistant principal to hold a meeting with the parents if the child is on Step 4 several times over a short period of time. |
| Step 5 – **Exceptional Behaviour Consequence** | For some behaviours, they are significant enough to make a decision whether to internally suspend, fixed term suspend or permanently suspend.<br>This will be decided by the Principal. |

There are some behaviours which by-pass the Step approach because it is significantly serious. This behaviour will be managed with no warnings or stepped boundaries and senior leaders should be informed straight away. This behaviour includes:

- Bullying/racism/sexism/homophobia or discriminatory language against other protected characteristics

- Physical violences or intention to physically harm
- Vandalism / stealing
- Throwing objects with the intention to hurt others
- Serious challenge to authority of any member of staff/verbal abuse to staff
- Refusing to follow instructions when the steps have been given, eg refusing to have a time out

**Child on Child Abuse, Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of child-on-child abuse, 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:
o Manage the incident internally
o Refer to early help
o Refer to children's social care
o Report to the police

Any allegations or concerns will be logged via CPOMs.
Please refer to our Site Specific Arrangements for Safeguarding and Child Protection Policy for more information.

**What happens if a child is dysregulated?**

*Dysregulation = a state of high emotion such as anger or sadness. This may cause behaviours such as shouting, running away or violence (to self or others) or conversely, 'shutting down' and refusing to speak or move.*

We always try to be pre-emptive of children reaching this point and we look for 'triggers' and 'signs' that a child may not be managing at a moment in time. Behaviour is a form of communication, therefore it is important for all adults to understand the reason for the child's actions, to be able to support them to take responsibility for their own behaviour. Positive behaviour plans that are co-constructed with the SENDCO record individual children's triggers and signs, as well as what helps to regulate them. If a child is dysregulated, our first priority will always be to keep all children and adults safe. School staff may need to ask a child or positively handle a child in order to move them to a safe, calm space.

We use an emotion coaching approach at Welland Academy to support dysregulated pupils. Emotion Coaching recreates the relational conditions which then influence brain and nervous system development and eventually lead to them being able to manage their emotions. It helps children to recognise, label, manage and understand emotions in themselves and others. Staff should **not** dismiss or disapprove of emotions. Emotion coaching uses the following four steps:

Step 1: Recognise the child's feeling and empathise with them.

Step 2: Validate the feelings and label them.

Step 3: Set expectations

Step 4: Problem solve.

We do not isolate children, but we do withdraw dysregulated children to support them in calming down. When needed, a member of SLT, a learning mentor or our ELSA will assist with this. However, all our staff are trained to de-escalate such situations and are empowered to do so.

We know that a dysregulated adult (in a state of high emotion such as anger) cannot regulate a dysregulated child. All staff will remain calm and professional, and do their best to stay with the child, following through the process of calming and then ultimately using a restorative approach (see below).

However, sometimes the adult with the dysregulated child is not the best person to remain with them. It may be that they need to teach the rest of the class, or that the child is particularly angry with them. Senior Leaders will support members of staff to manage particularly challenging behaviour. It is only when a child is regulated, that restorative conversations and consequences can be established.

The majority of negative behaviour does not require physical contact, in a small minority of cases it will be safest for everyone, including the child concerned, to use positive handling.

**Restorative conversations to repair serious negative behaviour**

Restorative conversations can be conducted by any member of school staff, especially any adult who was there at the time of the incident. However, senior leaders and class teachers must be informed of what has happened and can support with restorative conversations and consequence setting.

The main points of a restorative conversation will be outlining the facts of the behaviour, how it breaks our rules, and the consequence. SLT will consider which consequence is proportionate and best suited to the situation.

Examples of consequences for serious behaviour breaches may be:

➔ Not being on the playground at the same time as other children for __ days/playtimes until we rebuild trust that they can be ready, respectful and safe.

➔ Working outside the classroom/ in another supervised room for a set time while we repair the trust that they can be ready, respectful and safe.

➔ Being withdrawn from ( _____) within school or being suspended from school for a fixed time while we repair the trust that they can be ready, respectful and safe.

➔ Exclusion as outlined below.

Adults will always be clear, calm and polite, and will emphasise that even though this behaviour is unacceptable, we still care about the child and we want to help them to be ready, respectful and safe so we can include them in our school.

Restorative conversations should never be held when the child is emotionally dysregulated. This maybe shown by the child through anger, violence, running away, refusing to move or speak. If dysregulated, give the child time and space to calm down. This may mean the child might be playing with a toy, building with construction or bouncing a ball outside, having just had an incident of very negative behaviour. Restorative conversation should take place after the child has calmed.

Once the children involved in the incident are safe and calm, children and adults negatively impacted will be reassured and cared for as a priority. They should be safe and happy at school.

**Key questions in restorative conversations**

1. What happened?
2. What were you thinking at the time (and how were you feeling)?
3. Who has been affected?
4. How have they been affected?
5. What can you do to put things right?
6. What support do you need to make sure this doesn't happen again?

**<u>Positive Handling and Reasonable force</u>**
Where is necessary to prevent a pupil from

- causing injury or damage to the property of any pupil (including him or herself)
- prejudicing the maintenance of good order and discipline at the Academy

reasonable force may be used by member of staff. All members of school staff have a legal power to use reasonable force, however some of the staff at Welland Academy is PRICE trained to safely use positive handling. **Positive Handling means making physical contact with a child in order to safeguard them.** The school will record all attempts of Positive Handling using the SGF 11 Form and record it on CPOMS. If a child have been positively handled, parents will be informed.

The use of reasonable force is a last resort and alternative strategies will be adopted whenever possible, for example contacting the parents or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of reasonable force have been used. It will be up to the Principal's discretion to decide on the need to report, depending on the severity of the incident.

**Searching and confiscation**

In addition to the general power to use reasonable force described above, principles and authorised staff can conduct a search for prohibited items. (see Greenwood Academies Trust Behaviour policy for full list of prohibited items)

**Mobile Phone Use**

Children may sometimes bring a mobile phone to school. If they do bring one in, this must be handed to the teacher at the beginning of the day where it will be locked away until 3.20pm.

**Suspension and Exclusions**

Suspensions and Exclusions are very serious and we hope to avoid them by home and school working together. On the rare occasions the Principal may decide that a formal process should be activated to withdraw a child from;

- specific school activities (internal suspension)
- the school temporarily (fixed term suspension)
- the school permanently (permanent exclusion)

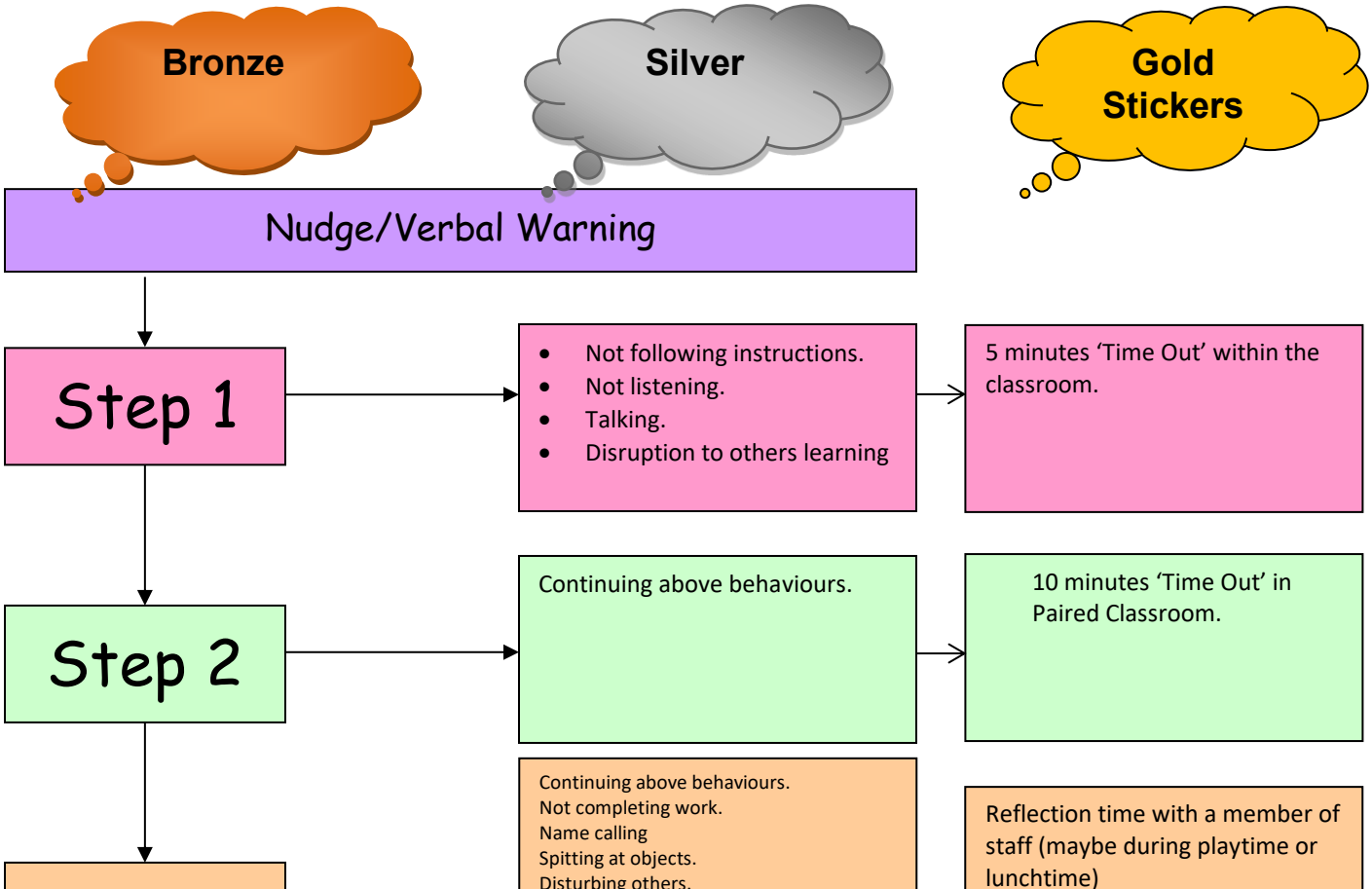
Only the Principal (or the acting Principal) has the power to suspend a pupil from school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently.

If the Principal suspends a pupil, he/she informs the parents/carers immediately, giving reasons for the suspension. At the same time, the Principal makes it clear to parents/carers that they can, if they wish, appeal against the decision to the Appeal Panel. The school informs the parents/carers how to make such an appeal.

Following any period of suspension, a reintegration meeting is arranged to discuss the behaviour that has taken place and a positive way forward is agreed. This may involve alternative arrangements being put in place for a temporary period of time to encourage a positive return to the academy.

The Principal informs the Trust and Local Authority about any permanent suspension and about any fixed-term suspension beyond five days in any one term.
Suspension appeals will be considered by a panel who will discuss the circumstances in which the pupil was suspended, any representation by parents/carers and the Trust, and whether the pupil should be reinstated. If the appeal panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

**Communication with Social Workers**

Where a pupil is open to a social worker or other external professional, the academy ensures that communication regarding behaviour is proactive and transparent. If a pupil with an allocated social worker receives a significant sanction (for example, a suspension or a series of internal seclusions), the Designated Safeguarding Lead (DSL) will update the social worker on the same day. This ensures a joined-up approach to

safeguarding and supports the child's wider plan. Records of all such communications are retained securely in CPOMS.