ALEC REED ACADEMY
PROUD TO LEARN

Primary Relationship and Behaviour 2026-2029

This document is an extension to the statutory behaviour policy that covers all phases of the academy.

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1. Introduction

1.1 Aims

Our therapeutic approach to behaviour management has been inspired by Therapeutic Thinking. This policy outlines the purpose, nature and management of behaviour and safety in our school in line with this approach. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. It provides a framework that enables all staff to use consistent language and methods when dealing with Behaviour and Safety. This policy aligns with the primary school's core values: **Honesty, Respect, Kindness, Proud to Learn and Resilience.**

The aim of this policy is to:

• Enable children to grow socially, personally and academically.

• To promote an environment where we help our pupils to make valued behaviour choices, subsequently learning that they are responsible for their own behaviour.

• To encourage consideration for others within and outside of the school community by promoting the values of hard work and effort, coupled with respect, honesty and kindness

• To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement

• To ensure that prosocial behaviours are taught, encouraged and recognised

• To use therapeutic and educational consequences to support an understanding of valued choices (prosocial) and the consequence of detrimental actions (anti-social)

•To ensure there is a culture within Alec Reed Academy that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners

• To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be

. • To ensure that parents/ carers have a proactive working relationship with the school to support the needs of their child(ren)

1.2 Consultation

This policy was written by Sheba Rafe, Assistant Head Teacher and Primary Behaviour lead, in consultation with:

- Teaching staff – CPD across 2024-2025 and staff survey September 2024 & Behaviour working-party
- Parents – via gathering of feedback
- Pupils – school council discussion and pupil behaviour survey
- Governors – full governing board meeting
- Local authority adviser for Therapeutic Thinking (Simon Lynch)

1.3 Legislation and guidance

This policy aligns with:

- DfE 'Behaviour in Schools'
- Keeping Children Safe in Education (2026/2027)
- Equality Act 2010
- SEND Code of Practice
- DFE Restrictive interventions, including the use of reasonable force, in schools (April 2026)

1.4 Monitoring and review

- This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the Full Governing Committee annually.
- Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.
- The Behaviour Expectations and Pathways will be kept under constant review and updated as required.
- Termly survey data from all stakeholders will be considered.

2. Procedures and practice

2.1 What is a therapeutic approach?

A therapeutic approach to behaviour management means:

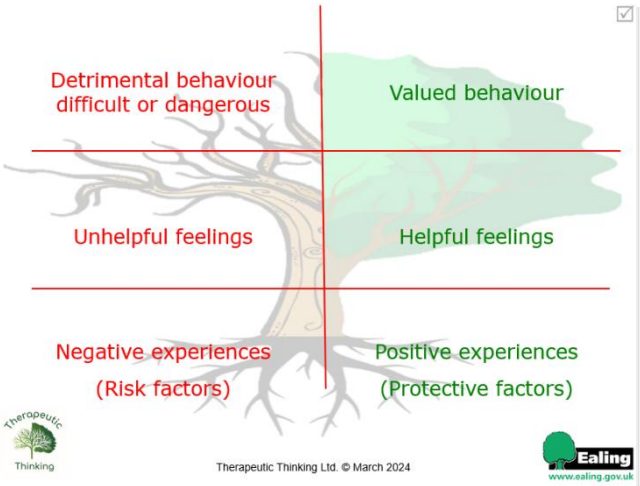
• Analysing behaviour rather than moralising (to judge or emphasise 'right' or 'wrong').

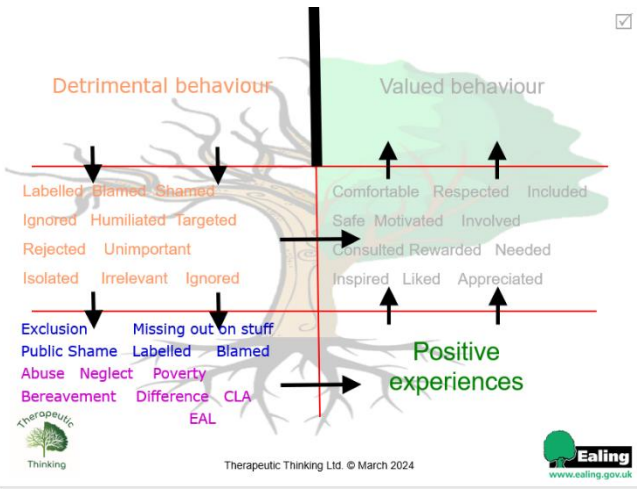
• We look for the root causes from feelings and experiences.

• We model therapeutic practices with all children, adults in school and parents or visitors from outside.

• Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive or confrontational.

At Alec Reed Academy, we firmly believe that positive experiences create positive feelings. Negative experiences create **negative feelings and lead to detrimental behaviours**. Positive feelings create **positive and valued behaviour**. The Therapeutic Tree illustrates this:





2.2 What do we mean by valued and detrimental behaviours?

At Alec Reed Academy we believe in a therapeutic approach to behaviour management.

Our aim is that children leave our school with the skills to be positive members of the community and an understanding of the intrinsic reward that valued behaviour brings.

Behaviour: everything a person says or does. How a person acts or conducts themselves, especially towards others.

Valued behaviour: behaviour which is positive, helpful and values social acceptance. Valued behaviour is characterised by a concern for the rights, feelings and welfare of other people.

For example:



Detrimental behaviour: behaviour that causes harm (either physically or emotionally) to an individual, a group, to the community or to the environment. This could be behaviour that is likely to cause injury, harassment, alarm or distress and violates the rights of another person.

For example:

Dishonesty	Disrespect	Unkindness	Avoidance of Learning	Lack of perseverance
•Pupils avoid taking responsibility for their actions or work. •They may lie, make excuses or shift blame onto others. •Dishonesty can undermine trust and create an environment of uncertainty.	•Pupils do not listen to others or ignore rules and boundaries. •They may behave in a way that is unkind, dismissive or inconsiderate of others. •Disrespect can make it harder for everyone to feel safe, valued and able to learn.	•Pupils behave in ways that hurt, exclude or upset others. •They may refuse to share, ignore someone in need, use unkind words or laugh at others to make them feel small. •A lack of kindness can harm friendships, lower self-esteem and weaken the sense of community within the school.	•Pupils disengage from activities or tasks either due to lack of interest or fear of failure. •They may resist participating in schoolwork, games or group activities. •Avoidance can hinder both personal growth and the development of social skills.	•Pupils give up easily when faced with difficulty or frustration. •They may avoid tasks or challenges that seem hard rather than attempting different strategies. •A lack of perseverance can limit progress and prevent pupils from realising their potential.

2.3 How can we teach behaviour?

- Relationships (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- • Role modelling (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising valued behaviours (really valued in every child – thanking them, proximal praise)
- Planning alternatives to detrimental behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected)
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Planned ignoring (detrimental and low-level behaviours, giving time for unsocial behaviour to stop – not giving attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen
- Child-friendly behaviours expectations- (appendix A)
- Implementation of The Colour Monster throughout school, emotional literacy during PSHE and emotional regulation spaces (calm areas/calm tent)
- Use of our core-values behaviour reflection sheets (appendix C)
- Behaviour expectations around the school (appendix D)

External discipline focuses on controlling behaviour, while internal discipline nurtures positive habits and attitudes. To create lasting change, we must seek to understand behaviour rather than merely suppress it. By fostering internal discipline, we gradually reduce the need for external control, promoting self-direction and self-motivation. This is achieved through positive behaviour strategies that encourage pupils to make good choices, experience success, and build confidence — replacing punitive measures like bribery and punishment with supportive, meaningful experiences that reinforce positive behaviour.

Therapeutic Thinking

Strategies that offer positive experiences

No hands up	Think-pair-share	WAGOLL	Mini-whiteboards	Educational Consequence
State the obvious	P.A.C.E	Emotion coaching	Tactical ignoring	Protective Consequence
Three-part praise	Recognition board	Non-verbal communication	Wait time	Focus on primary behaviour
Helicoptering	Chunking / Now and next	Limited choice	Explicit instruction	Active listening
Teacher V Pupil competition	Pre-emptive check-ins	Personal points (public and private)	Adult body language and eye contact	Consistency

Consistent Routines and Clear Expectations

- **Explicit instruction** – Clear, direct teaching of behaviour and learning expectations reduces ambiguity and supports success.
- **State the obvious** – Saying what is expected (even if it seems obvious) reinforces routines and clarity.
- **Consistency** – Responding to behaviour in a fair, predictable way builds trust and emotional safety.

Active Engagement and Participation

- **No hands up** – Teachers select pupils to answer so everyone remains alert and ready to contribute.
- **Think-pair-share** – Pupils think independently, discuss with a partner then share with the class to build confidence and communication.
- **Mini-whiteboards** – Enables full-class participation and gives teachers real-time insight into pupil understanding.
- **Wait time** – Encourages deeper thinking and reduces pressure to answer instantly.

Emotional Regulation and Wellbeing

- **P.A.C.E (Playfulness, Acceptance, Curiosity, Empathy)** – An empathetic approach that builds trust and connection.
- **Emotional coaching** – Naming and validating emotions helps pupils learn to regulate their feelings.
- **Use of calm tent** – A safe space where pupils can take time to regulate and return to learning calmly.

- **Use of parallel class** – A discreet, structured short break in another classroom for pupils needing a reset.
- **Pre-emptive check-in** – Brief early conversations to spot and support emotional or behavioural needs before they escalate.

Recognition, Praise and Motivation

- **Catch and praise** – Noticing and naming positive behaviour in the moment reinforces expectations and boosts self-esteem.
- **Three-part praise** – Specific praise that explains what was done well, how and why it matters.
- **WAGOLL (What A Good One Looks Like)** – Sharing examples of great work or behaviour sets a clear standard and inspires others.
- **Recognition board** – Celebrates positive behaviours publicly to build motivation and team spirit.
- **Teacher v pupil competition** – Light-hearted, fun challenges to build engagement and encourage teamwork.

Behaviour Management and De-escalation

- **Non-verbal communication** – Use of gestures or signals to redirect behaviour calmly and quietly.
- **Tactical ignoring** – Deliberately choosing not to respond to minor attention-seeking behaviours to avoid escalation.
- **Adult body language and eye contact** – Calm posture and eye contact can convey authority, support and reassurance.
- **Helicoptering** – Moving around the room to maintain visibility and prevent off-task behaviour.

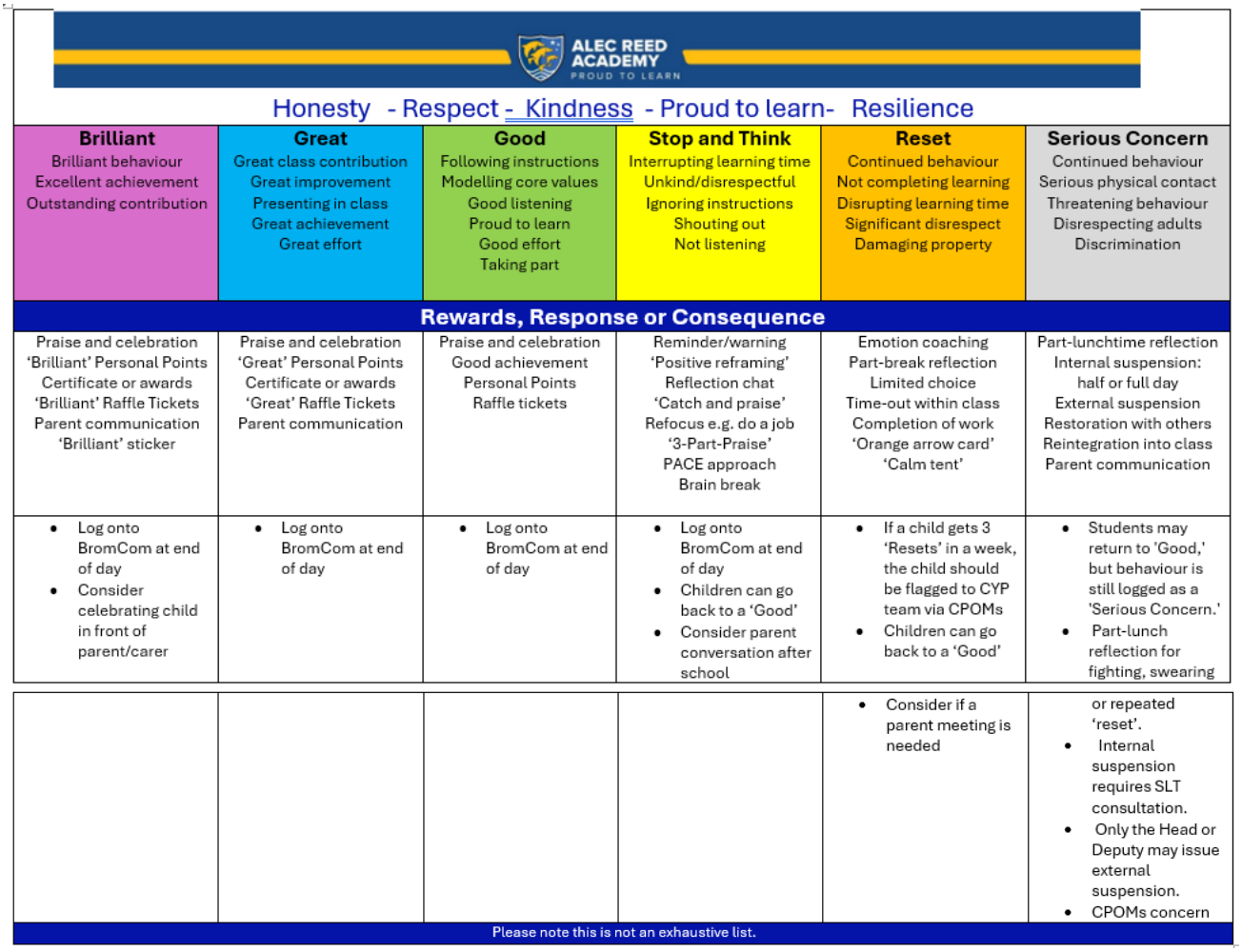
Learning Support and Structure

- **Chunking / now-next** – Breaking tasks into manageable steps helps pupils focus and reduces overwhelm.
- **Limited choices** – Offering two or three options gives pupils control within boundaries and reduces confrontation.
- **Positive reframing** – Rewording language to focus on what pupils should do rather than what not to do supports a growth mindset.
- **Brain breaks / movement breaks** – Short physical or sensory breaks refresh focus and reduce restlessness.

2.4 Responding to behaviour

At Alec Reed Academy, adults are responsible for using 'natural', 'educational' or 'protective' consequences that directly relate to the behaviour and help the young person learn and develop positive coping strategies. A **'natural consequence'** occurs when a child learns from their experience naturally, usually with minimal adult intervention. An **'educational consequence'** is designed to help the child understand the link between their behaviour and its outcome, encouraging personal growth. A **'protective consequence'** is necessary when a child's behaviour endangers themselves or others. This is paired with an educational consequence to support the child in developing safer, more appropriate behaviours.

Consequences support internal discipline by creating learning opportunities directly connected to the behaviour. We use positive phrasing, limited choices, disempowerment of negative behaviour and de-escalation strategies. At Alec Reed Academy, we follow the **'Rewards, Response or Consequence'** chart as part of our behaviour pathways. This chart is displayed in all classrooms as a point of reference.



At our school, we believe in recognising and reinforcing positive behaviour to create a supportive and motivating learning environment for all pupils. Every child begins each day on 'Good' and has the opportunity to move up to 'Great' and then 'Brilliant' through positive behaviour, effort and learning attitude. If a pupil needs a reminder, they may move down the behaviour chart but they are always supported to reflect and return to 'Good' during the same day. This approach promotes resilience, responsibility and the understanding that every day offers chances to make positive choices. Positive behaviour is linked to our **personal points system**, where pupils earn points that contribute towards prizes, termly raffles and other rewards. These achievements are shared with families to strengthen the home-school connection. Weekly rewards, such as 'Star of the Week' and 'Academic Achievement' certificates, further celebrate those who consistently demonstrate strong values and attitudes to learning. Pupils who finish the day on 'Brilliant' receive a purple sticker as a special recognition of their efforts and contribution. See appendix E for our milestone rewards linked to personal points.

ARC Building: Responding to Behaviour (EYFS and Year 1)

In the ARC Building, staff respond to behaviour through a therapeutic thinking approach, recognising that young children are still developing emotional regulation skills. As a result, there is a greater emphasis on teaching, modelling and rehearsing valued behaviours, alongside the use of consistent routines, reminders and positive reinforcement.

When detrimental behaviour occurs, adults will provide reminders, reteach expectations and model the desired behaviour. Where necessary, a warning may be given to support the child in making a positive choice.

If behaviour does not improve, the child may be supported through a short **reset**, allowing time for reflection, co-regulation and emotional support. Children may access the **calm tent**, which provides a quieter, low-stimulation space with sensory resources, weighted blankets and calming lights to support regulation before returning to learning.

Where a child remains dysregulated and a reset has not been effective, further support may be provided by another member of staff in an alternative environment outside the classroom to help the child regulate safely and successfully reintegrate into learning. All behaviour incidents and positive behaviour achievements are recorded and communicated with parents through Bromcom.

2.5 Use of parallel classrooms

At times, children may need to be asked to leave the classroom to allow them the opportunity to reflect on their behaviour and understand the reasons behind it before returning to their work. This approach helps the child gain insight into their actions and the importance of making positive choices. When a child is on a 'reset' they may need to go to an agreed parallel classroom typically for 10-15 minutes reflection time.

Before the child leaves, the teacher must have a restorative conversation with them, aiming to understand why the behaviour took place. This dialogue, based on therapeutic thinking, helps to explore the child's feelings and the circumstances that may have contributed to their behaviour. The teacher will also explain which core value the child has not demonstrated. These core values include honesty, respect, kindness, pride in learning and resilience. The teacher should ensure the child understands which detrimental values they have displayed and why they are being asked to leave the classroom.

The teacher may provide the child with the corresponding core values reflection sheet to take to the parallel classroom. This sheet will guide the child in reflecting on their behaviour, allowing them to explore their feelings and actions while recognising the importance of improving their choices.

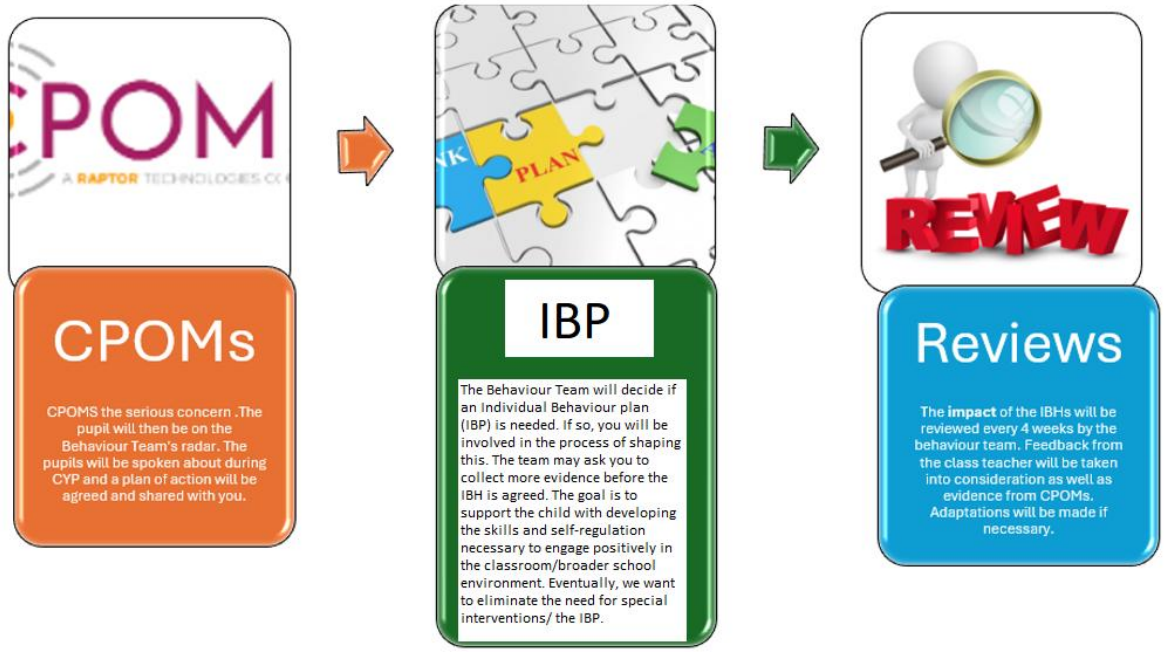
In the parallel classroom, the child will complete the reflection sheet. This time away from the classroom provides an opportunity for the child to think carefully about their actions, the impact of their behaviour, and how they can make positive changes in the future. The teacher should ensure the child is clear on what behaviour needs to be addressed before they leave the room.

Upon returning, the teacher should engage the child in a restorative conversation, offering positive encouragement and discussing ways they can turn their behaviour around. This private word should focus on reinforcing the child's potential to make better choices and highlighting positive behaviours moving forward. The teacher must then continue to praise and acknowledge all valued behaviours in the classroom, helping to transform any negative experience into a positive learning opportunity for the child.

2.6 Informing parents/carers

- Class teacher will discuss with parent informally any child showing frequent low-level or serious detrimental behaviours
- Patterns of serious detrimental behaviours will be logged onto CPOMs will be reported to the Senior Leadership Team who may decide to meet with parents more formally and draw up a plan to support that child (see 'Rewards, Response or Consequences' chart appendix B).

2.7 Individual behaviour plans



At Alec Reed Academy, we believe in equity of opportunity. We recognise that all children have strengths and areas for development. Children who find displaying valued behaviours difficult receive extra support with it. We use the Therapeutic Thinking Early Prognosis Tool as our individual behaviour plans (IBP) which are reviewed every 4 weeks (or sooner) at CYP meetings.

Early Diagnosis and Understanding the Child

Where appropriate, an early diagnosis is carried out to better understand the child's emotional, social or psychological needs as well as any external factors that may be influencing their behaviour. These factors may include family dynamics, previous experiences or trauma. By identifying these factors early on, we can ensure that interventions are more targeted and that the child receives the necessary support.

This understanding allows us to develop a plan that focuses not only on managing detrimental behaviour but also on providing positive experiences and opportunities for the child to develop their emotional regulation and coping strategies.

Supportive and Positive Approaches

Throughout all levels of intervention, our primary focus is on creating a supportive environment that encourages positive behaviour. We understand that detrimental behaviours often arise from unmet emotional needs, and our aim is to provide experiences that promote emotional growth, self-regulation, and positive behaviour.

The use of a therapeutic thinking approach ensures that children are supported in building coping mechanisms and emotional resilience. Staff members receive training to recognise the different needs of children and to apply therapeutic techniques that are empathetic and supportive, fostering a nurturing learning environment.

Review and Monitoring

Each IBP is regularly reviewed to ensure that it remains relevant to the child's evolving needs. The effectiveness of the plan is monitored through ongoing data collection, including feedback from teachers,

observations by the Behaviour Lead and Safe Workers, and CPOMs analysis. Adjustments are made as necessary to ensure the child continues to receive the appropriate level of support.

Children with IBP's may have strategies on their plan like the following:

• A differentiated timetable

• Additional support from the CLASS worker/additional adult

• Indoor play provision

• 'Safe Space' SEL intervention

This is not an exhaustive list of interventions used as others may be used and this is decided on an individual basis.

2.8 Reasonable Adjustments (see SEND Behaviour Policy)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

2.9 Use of Restraint

Our first response will always be to use de-escalation strategies and, where appropriate, remove other pupils from the vicinity of the incident. Restrictive interventions, including the use of reasonable force, will only be used as a last resort when necessary to prevent a pupil from:

- harming themselves;
- harming another person;
- causing serious damage to property; or
- seriously disrupting the good order and discipline of the school.

Any use of reasonable force must be lawful, necessary, proportionate and reasonable in the circumstances. Staff will act in accordance with current Department for Education guidance and school procedures. Significant incidents involving the use of force will be recorded and reported in line with statutory requirements

2.10 Suspensions and permanent exclusion

As a tolerant, supportive learning community suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

2.11 Anti-bullying strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways:

- **Therapeutic and Relational Approaches**: Prevent bullying by embedding therapeutic principles within the school's culture, focusing on building strong, trusting relationships between staff and students. This includes regular training on therapeutic responses to conflict and behaviour.
- **Peer Support and Mentorship**: Develop peer mentorship programs where older students are trained to act as mentors for younger students, fostering a sense of community and support while reducing opportunities for bullying. We have made links with the high school pupils who have undergone mentoring training to develop 'pupil advocates'.
- **SEL** during **PSHE** and cyber-bullying awareness during Computing lessons.
- **Regular Training for Staff**: Staff should be regularly trained in identifying early signs of bullying as well as therapeutic methods for managing and preventing bullying behaviour. Staff should also be trained in handling disclosures of bullying in a trauma-sensitive manner.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

- **Restorative and Therapeutic Investigation**: In line with the Therapeutic Thinking approach, investigations should focus on understanding the emotional needs and triggers behind the bullying behaviour, both for the victim and the alleged perpetrator. Use restorative practices, where all parties involved (victim, perpetrator, witnesses) are given the opportunity to share their perspectives in a safe, structured setting.
- **Clear Timeline and Follow-up**: Investigations should be handled promptly, with a clear timeline and follow-up meetings with all involved to ensure that the situation is resolved in a restorative way.
- **Individualised Support Plans**: For pupils who are found to have bullied others, the school should implement individualised support plans that focus on their emotional development, social skills and relationship-building. This might include counseling, reflection sessions and restorative justice practices.

In formulating our strategy, we take due regard to the key legislation:

• The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006

• The Education (Independent School Standards) Regulations 2014

• The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition: bullying is repetitive, intentional behaviour which hurts another person physically or emotionally and involves an imbalance of power.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

2.12 Staff training and development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensure that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

3. Roles and responsibilities

3.1 Everyone is responsible for:

• Being positive role models

• Ensuring that they are fully aware of the therapeutic behaviour approach that is expected at Alec Reed Academy

• Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it

• Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded

• Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected

• Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance

• Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner

• Consistently promoting valued behaviour

• Facilitating learning about relationships and behaviour

• Trying different approaches to therapeutic behaviour principles to meet the needs of individual children

The Governors and the SLT are responsible for monitoring and evaluating the impact of the Policy.

3.2 The Head Teacher and Senior Leads are responsible for:

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults. Senior Leaders are released each day to monitor behaviour to support CPD and ensure this curriculum is consistently being taught. In addition, the team are visible to our families on the school gate at the start of the day, alongside the SENDCo and other members of the Welfare Team.

3.3 The Welfare team is responsible for:

The Welfare Team co-ordinate and collaborate, so that there is a joined-up approach to the early identification of and response to individual needs.

• A positive school ethos by establishing a happy, safe, secure and well-maintained school environment

• Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all

•Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school

• Effective monitoring and review of therapeutic behaviours throughout the school

• Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur

• Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The Welfare team consists of:

1. Headteacher and DSL Trained Sarah Mackenzie
2. Behaviour Lead Sheba Rafe
3. SENDCo Amanda Wingfield
4. Attendance Lead Navreen Dosanj & Attendance Officer Stacey Odeyale
5. SAFE worker and DSL Julie Porter
6. SAFE worker Fiona Gill
7. School Welfare Officer Debbie Richardson
8. Home Attendance Liaison OfficeR Ms L. Alexander-Joseph

3.4 The staff are responsible for:

• Using positive therapeutic behaviour techniques to encourage socially responsible behaviour (valued behaviours)

• Proactively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise

• Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential

• Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping an unsuitable game from continuing) both in the classroom and playground

• Enabling pupils to take an increasing responsibility for their own learning and conduct

• Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision)

• Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour

• Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested

• Ensuring that new pupils understand the procedures and guidelines that are in place.

• Record keeping of valued and detrimental behaviours. Using CPOMs to track and serious behaviour concerns and regarding them as a safeguarding matter

• Teach and promote emotional vocabulary in order for pupils to develop emotional literacy including empathy and self-regulation

3.5 Parents are responsible for:

• Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils

• Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate

• Agreeing to and signing the Home School Agreement when their child joins the school

• Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested

• Ensuring their child's regular attendance, which supports our behaviour policy by promoting valued behaviours such as responsibility, punctuality, and commitment

3.6 Pupils are responsible for:

• Following school rules and demonstrating our core school values: **Honesty, Respect, Kindness, Proud to Learn and Resilience**

• Becoming increasingly responsible for the school environment and for their own learning and behaviour

• Taking responsibility for their own actions and knowing the consequences they will have

• Showing respect for each other and for each other's property and resources as well as for school property

• Taking a pride in their learning, actions and appearance

• Valuing each other's opinions

• Developing self-regulation skills, actively engaging in their learning and building emotional literacy with the support and guidance of teachers to foster positive interactions and personal growth

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school code of conduct and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children. We proactively work with other agencies as soon as we become aware of any issues and we support families together in a range of ways.

4. Appendices

Appendix A

Honesty

Valued Behaviour:

- **Being truthful:** Telling the truth the first time even if it's hard.
- **Owning up:** Saying when you make a mistake or do something wrong.
- **Asking for help:** If something is tricky, you ask for help and don't try to hide it.
- **Telling the whole story:** Sharing everything that happened even if it involves someone else.
- **Accepting mistakes:** Everyone makes mistakes. It's okay to say sorry and learn from them.

Deterimental Behaviour:

- **Lying:** Saying something that isn't true about what you did or what someone else did.
- **Blaming others:** Saying someone else did something when you know you were part of it.
- **Avoiding the truth:** Running away from talking about what really happened.
- **Leaving things out:** Not telling the whole story or leaving important details out when you talk about something.
- **Spreading rumours:** Talking about something that isn't true or that you don't know for sure.
- **Taking too long to tell the truth:** Waiting a long time before saying what really happened.

Kindness

Valued Behaviour:

- **Celebrating when a peer has done something well**: Showing happiness and excitement for others' achievements.
- **Helping others in class and in the playground**: Offering help when others need it.
- **Including others in playing games**: Making sure everyone has a chance to join in.
- **Showing empathy**: Understanding how others feel and being kind when they are sad or upset.
- **Using positive and nice language around others**: Saying things that make others feel good.
- **Helping adults and other children**: Offering to help teachers, assistants or your friends.
- **Using gentle hands and kind words**: Being careful with your actions and speaking kindly.
- **Praising others**: Saying nice things to encourage or congratulate someone.
- **Saying please and thank you**: Using good manners to show respect.

Deterimental Behaviour:

- **Hurtful words**: Saying things that can hurt someone's feelings.
- **Unkind hands**: Pushing, hitting or being rough with others.
- **Excluding others from playing games**: Not letting others join in or making them feel left out.
- **Spreading rumours**: Talking about something that isn't true or that you don't know for sure.

Proud to learn

Valued Behaviour:

- **Actively listening**: Paying attention when the teacher is speaking.
- **Joining in class discussions**: Sharing your ideas and thoughts.
- **Sharing personal experiences**: Talking about your experiences when helpful to the lesson.
- **Engaging with lessons**: Taking part and showing interest in every lesson.
- **Asking questions**: Being curious and asking when you don't understand.
- **Putting effort in**: Trying your best with every task.
- **Being punctual and aiming for 96% or above attendance**: Arriving on time and being at school as much as possible.
- **Having resources ready**: Bringing what you need for class (e.g., pencil, ruler, rubber).
- **Taking pride in your work**: Doing your best and keeping your work neat.
- **Using classroom resources well**: Referring to displays and toolkits to help with learning.

Deterimental Behaviour:

- **Not being ready with the resources for each lesson**: Not having the right materials like a sharp pencil and ruler.
- **Coming in late to lessons**: Arriving after the lesson has started.
- **Intentionally avoiding learning by distracting yourself or others**: Disrupting the lesson or getting in the way of learning (e.g., sharpening pencils during teaching, getting out of your seat, asking to use the toilet often, going to welfare frequently during lesson time).
- **Not using the resources and support around you**: Not making use of the help that's available in the classroom like toolkits or displays.
- **Not bothering to do homework**: Not completing tasks set for you to do at home.
- **Not starting work straight away**: Waiting a long time before beginning a task or lesson.
- **Not admitting when you need help**: Not asking for help when you don't understand something.

Respect

Valued Behaviour:

- **Listening when an adult is speaking**: Paying attention and listening carefully when an adult is talking.
- **Following instructions**: Doing what the teacher or adult asks you to do without arguing.
- **Using talk partners well**: Speaking and listening to your partner, taking turns and sharing ideas.
- **Taking care of school equipment**: Looking after the things you use in school so they stay in good condition.
- **Not interrupting others**: Waiting your turn to speak and not talking over others.
- **Showing good manners**: Saying please and thank you and being polite to everyone.
- **Respecting others' learning time**: Being quiet and letting others focus on their work even when in the corridors.
- **Tolerating all religions and backgrounds**: Respecting people no matter their religion or background and being kind to everyone.

Deterimental Behaviour:

- **Shouting out in class**: Talking loudly without raising your hand or waiting your turn.
- **Interrupting people**: Not waiting for someone to finish speaking before you talk.
- **Laughing at others**: Teasing or making fun of someone when they are trying their best.
- **Damaging school property**: Hurting or breaking things that belong to the school or others.
- **Not tolerating all religions and backgrounds**: Being unkind or unfair to people because of their religion or background.
- **Not following instructions**: Ignoring what the teacher asks you to do.
- **Not willing to reflect**: Not thinking about your actions or refusing to listen when asked to make things right.

Resilience

Valued Behaviour:

- **Accepting challenges**: Understanding that things can be difficult at times but still trying your best.
- **Celebrating progress**: Recognising and feeling proud of small steps and successes.
- **Using resources for support**: Referring to toolkits and classroom displays to help you.
- **Giving it a go**: Trying before asking for help even if you're unsure.
- **Coming to school**: Attending school even when you're not feeling your best.
- **Adopting a positive attitude**: Keeping a good mindset even when things get tough.
- **Learning from mistakes**: Accepting that we all make mistakes and using them to improve.

Deterimental Behaviour:

- **Giving up easily**: Stopping quickly when something gets hard instead of trying again.
- **Not making an effort**: Making excuses not to try or not giving things a go.
- **Avoiding school**: Not coming to school even when you're feeling well enough.
- **Not using resources**: Not asking for help or using tools available to you in class (toolkits, displays).
- **Saying things are too hard**: Deciding something is too difficult without even trying.
- **Not accepting differences**: Not recognising that everyone learns differently and needs different levels of support.
- **Ignoring the importance of effort**: Not realising how valuable it is to put in effort to improve.

Appendix B

Child's name:	Year group/Class:	Adult:

Core Value: Honesty

Word bank:

Honest, trust, truthful, lie, believe, guilty, sorry, mistake.

Have you been **honest** in your actions today?

What happened? *Draw or write what happened when you were not honest.*

How were you feeling? Why?

- Disappointed
- Angry
- Guilty
- Worried
- Embarrassed
- Upset

Reflection Questions:

1. Why is being honest important to you and others?
   Sentence starter: "Being honest helps people trust me because..."
2. How do you feel when you're honest?
   Sentence starter: "I feel happy when I tell the truth because..."
3. What can you do next time to be more honest?
   Sentence starter: "Next time, I will be honest by..."

Child's name:	Year group/Class:	Adult:

Core Value:

Proud to learn

Word bank:

Success, achievement, effort, trying, challenging, proud, difficult, help

Are you **proud of your learning** today?

What happened? *Draw or write what happened with your learning.*

How were you feeling? Why?

- Disappointed
- Sad
- Frustrated
- Confused
- Worried
- Tired

Reflection Questions:

How does it feel when you try your best?

Sentence starter: "When I try my best, I feel..."

How do you feel when you don't try your best?

Sentence starter: "When I don't try my best, I feel..."

What will you do next time to try your best?

Sentence starter: "Next time, I will try harder by..."

Child's name:	Year group/Class:	Adult:

Core Value: Respect

Word bank:

Care, manners, kind, considerate, polite, tolerance, empathy

Have you been **respectful** in your actions today?

What happened? *Draw or write what happened when you were not respectful.*

How were you feeling? Why?

- Sad
- Angry
- Guilty
- Anxious
- Confused
- Frustrated

Reflection Questions:

Why is showing respect important?

Sentence starter: "Respect is important because it helps people feel.."

How do you feel when someone disrespects you?

Sentence starter: "When someone disrespects me, I feel..."

How will you show more respect next time?

Sentence starter: "Next time, I will show respect by..."

Child's name:	Year group/Class:	Adult:

Core Value:

Resilience

Word bank:

Trying, not giving up, effort, strong, challenge, keep going, proud, help

Are you **proud of your learning** today?

What happened? *Draw or write what happened with your learning.*

How were you feeling? Why?

- Disappointed
- Sad
- Frustrated
- Confused
- Worried
- Tired

Reflection Questions:

Why is it important to keep trying when something is hard?

Sentence starter: "It is important to keep trying because..."

How do you feel when you give up?

Sentence starter: "When I give up, I feel..."

What will you do next time to show more resilience?

Sentence starter: "Next time, I will keep trying by..."

Appendix C

ALEC REED ACADEMY
PROUD TO LEARN

Honesty - Respect - Kindness - Proud to learn- Resilience

Brilliant	Great	Good	Stop and Think	Reset	Serious Concern
Brilliant behaviour Excellent achievement Outstanding contribution	Great class contribution Great improvement Presenting in class Great achievement Great effort	Following instructions Modelling core values Good listening Proud to learn Good effort Taking part	Interrupting learning time Unkind/disrespectful Ignoring instructions Shouting out Not listening	Continued behaviour Not completing learning Disrupting learning time Significant disrespect Damaging property	Continued behaviour Serious physical contact Threatening behaviour Disrespecting adults Discrimination
Rewards, Response or Consequence					
Praise and celebration 'Brilliant' Personal Points Certificate or awards 'Brilliant' Raffle Tickets Parent communication 'Brilliant' sticker	Praise and celebration 'Great' Personal Points Certificate or awards 'Great' Raffle Tickets Parent communication	Praise and celebration Good achievement Personal Points Raffle tickets	Reminder/warning 'Positive reframing' Reflection chat 'Catch and praise' Refocus e.g. do a job '3-Part-Praise' PACE approach Brain break	Emotion coaching Part-break reflection Limited choice Time-out within class Completion of work 'Orange arrow card' 'Calm tent'	Part-lunchtime reflection Internal suspension: half or full day External suspension Restoration with others Reintegration into class Parent communication
• Log onto BromCom at end of day • Consider celebrating child in front of parent/carer	• Log onto BromCom at end of day	• Log onto BromCom at end of day	• Log onto BromCom at end of day • Children can go back to a 'Good' • Consider parent conversation after school	• If a child gets 3 'Resets' in a week, the child should be flagged to CYP team via CPOMs • Children can go back to a 'Good'	• Students may return to 'Good,' but behaviour is still logged as a 'Serious Concern.' • Part-lunch reflection for fighting, swearing

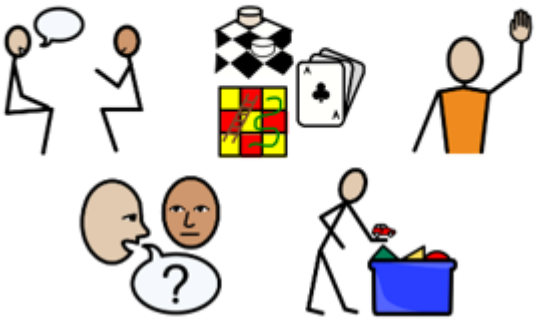
Appendix D

Mealtimes/In the Canteen



- **Honesty:** Be honest if you don't like something on your plate, but try to eat what you can.
- **Respect:** Wait your turn in the queue and use good manners when talking to others.
- **Kindness:** Speak politely to your friends and adults at the table.
- **Proud to Learn:** Eat your lunch calmly and mindfully and take care not to make a mess.
- **Resilience:** If you drop something or make a mess, stay calm and tidy up.
- **Extra Expectations:** Try not to waste food – take only what you think you'll eat.

Indoor Playtimes



- **Honesty**: If there's a problem, be truthful and let a teacher or adult know.
- **Respect**: Make sure you use your inside voice and respect others' space and games.
- **Kindness**: Be friendly to everyone and make sure no one feels left out.
- **Proud to Learn**: If you're not playing with others, you can read or do something creative.
- **Resilience**: If something doesn't go as planned, stay calm and keep trying.
- **Extra Expectations**: Always put your things away neatly when playtime is over. No running inside the classroom – walk safely.

Speaking to Adults



- **Honesty**: Speak clearly and tell the truth if you need help or have something to share.
- **Respect**: Listen to adults carefully, and remember to say please and thank you.
- **Kindness**: Be polite when talking to your teachers and other adults.
- **Proud to Learn**: Be enthusiastic and happy to learn when an adult talks to you.
- **Resilience**: If you get feedback or instructions, be open and try your best.
- **Extra Expectations**: Try to make eye contact when speaking to an adult, this shows you are listening and paying attention.

Playtimes



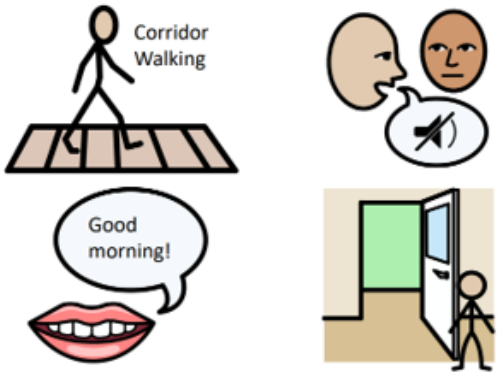
- **Honesty**: If there's a problem or argument, be honest about what happened so it can be sorted out.
- **Respect**: Share space and toys with others, and make sure everyone gets a turn.
- **Kindness**: Be kind to everyone, and invite others to play if they seem lonely.
- **Proud to Learn**: Try something new at playtime, whether it's a new game or activity.
- **Resilience**: If something doesn't go as planned, like losing a game, keep trying and stay positive.

When Using the Toilets



- **Honesty**: If you need to go, tell a teacher or adult. Don't use the toilet to waste learning time.
- **Respect**: Keep the toilets clean and tidy and make sure to flush when you're done.
- **Kindness**: Respect others' privacy while using the toilets and wait your turn.
- **Proud to Learn**: Take care of yourself by washing your hands after using the toilet.
- **Resilience**: If you need help or if something goes wrong, stay calm and ask for assistance.
- **Extra Expectations**: Try to use the toilet before school, during break, lunch or after school so you don't miss out on learning.

Moving Around the School



- **Honesty**: If you're not supposed to be inside the building, be honest and leave.
- **Respect**: Walk quietly and carefully around the school, especially in the hallways.
- **Kindness**: Hold the door open for others and let people pass by if they are in a hurry.
- **Proud to Learn**: Move with purpose to your next lesson, ready to learn something new.
- **Resilience**: If you get lost or confused, ask a teacher for help without feeling worried.
- **Extra Expectations:** Always walk, don't run, inside the school.

Alec Reed Academy Primary Behaviour curriculum – expectations around the school

2025-2026

When they arrive at school



- **Honesty**: If you're feeling unwell or need help, tell a teacher or adult straight away.
- **Respect**: Greet your teachers and friends politely when you arrive at school.
- **Kindness**: Give a friendly smile or say hello to others as you come into school.
- **Proud to Learn**: Be excited and ready to start the day's lessons and activities.
- **Resilience**: If something goes wrong or you feel nervous, stay positive and ask for help.

Appendix E

Milestone rewards

Years 2 - 6

100 points

An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.

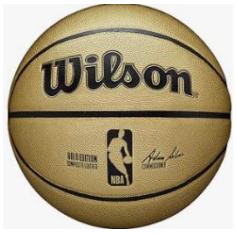


200 points

-Children get to take out a 'special' class equipment to break.

An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.





300 points

-King/Queen for a day.

This child gets a special rubber bracelet to borrow which means that they get to be at the front of every line (including lunch line). They get to hand things out if they want. They get to take the class ball out etc.

*Note: maximum of 2 children per day per class can be king/queen. Children may need to wait their turn.

An automatic message will be sent to parents via Bromcom.



A badge will also show up on their profile.



400 points

-Extra 15-minute break with 1 friend.

-1 raffle ticket (entered the half-termly draw)



An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.



500 points

-Bubble machine and speaker session!

-2 raffle tickets (entered into main draw with half-termly draw)

An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.









600 points

-Hot choc delivery to the classroom (must be consumed away from other children).

-3 raffle tickets (entered into main draw with half-termly draw)

An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.





700 points

Wear your own clothes for the day!



-4 raffle tickets (entered into main draw with half-termly draw)

An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.



800 points

-Invite to a cinema experience in the school theatre to be booked. Held in summer2.

-5 raffle tickets (entered into main draw with half-termly draw)

An automatic message will be sent to parents via Bromcom.

A badge will also show up on their profile.





900 points

-6 raffle tickets (entered into main draw with half-termly draw)

-Name in the newsletter, acknowledgement from the Head Teacher

-Picnic (one afternoon in July, summer 2

An automatic message will be sent to parents via Bromcom.





1000 points

-10 raffle tickets

-A special badge to keep. Name/photo in the newsletter.

An automatic message will be sent to parents via Bromcom.





1000+ points

-Name in star on the hall of fame display

-15 raffles

- Special medal to keep. Name/photo in the newsletter.

An automatic message will be sent to parents via Bromcom.





x 15