The King's C of E Primary Academy

Relationships and Behaviour Policy

September 2026

Living Well Together

Vision Statement

Growing confident and aspirational people who believe in themselves and contribute positively to their community and the wider world.

Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
- All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
- All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

Our Core Values

Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

"Do for other people the same things you want them to do for you."

Matthew 7 v 12

Friendship

United as a family we bring light to our community and the wider world.

"A sweet friendship refreshes the soul."

Proverbs 27 v 9

Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness *"Faith can move mountains".*

Matthew 17 v 20

What the law says:
'The proprietor of an Academy is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented
The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented.
Information about the academy's behaviour policy must be made available to parents on request.'

In line with maintained academies, The King's Primary Academy

- Emphasizes building strong, respectful connections between pupils and pupils as well as between adults and pupils;
- promotes good behaviour, self-discipline and respect;
- prevents bullying;
- ensures that pupils complete assigned work;
- regulates the conduct of pupils.

This policy is written with regard to the Behaviour and discipline in academies : Advice for headteachers and academy staff February 2014. DFE guidance review date: January 2016.

INTRODUCTION

Behaviour management is not a discrete, separate element of academy life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour management. It is therefore crucial that staff consider their own behaviour at all times, as this is where behaviour management begins.

BEHAVIOUR IS:

- Any action that can be seen or heard
- Is observable
- Is measurable

BEHAVIOUR IS NOT:

- Your reaction to the situation
- Your interpretation of the situation
- Your expansion of the situation

The reason for having a policy is to focus on that aspect of academy life and bring coherence and consistency to the variety of interactions we all have with children every

day, to support as positive and safe a response as possible. We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. As a Church of England Academy we believe that the life and teachings of Jesus provide a model of behaviour for all members of our academy community.

We believe that effective learning, teaching and an interesting and engaging curriculum enhanced by the teaching of a clear programme of RE, structured collective worship and the development of the PSHE and Citizenship curriculum, including drugs education, is essential to building resilience among young people.
Children are encouraged to focus on developing a positive and responsible approach to academy by the following academy rule:

'Be Kind, Polite and Respectful'

This reflects that Jesus taught to treat other people as we would want them to treat us (Matthew 7:12) and incorporates our inclusive and welcoming attitudes to each other in our community and beyond.

Good behaviour is guided by a planned approach to Christian Values and British Values through Collective Worship and PSHE. Unwanted behaviours are monitored through CPOMs by the DSL, Headteacher and Deputy Headteacher. Repeated low level incidents result in discussions with one of these senior leaders but most importantly, they are used to see where support may be needed and to gain an understanding with the child's help as to why they are behaving as they are. Parental consultations are held if behaviours do not stop or are unusual for that child. This is to help us understand why the child is behaving as they are and so that we can help them together in partnership.

Serious incidents, incidents of bullying and/or racism are logged and reported to the LA where necessary and in the case of racist incidents to the Ethnic Culture and Achievement Service (ECAS).

1,2,3 Magic

We believe in catching children doing the right thing and praising them for it. As an academy we use Class Dojo reward system to celebrate pupil's character - this is shared online with parents.
Sometimes there are incidences of challenging or unwanted behaviour. We follow the principles of 1,2,3 Magic and use the same 'script' in all year groups. Through this process, a child is given reminders about the kind of behaviour that is acceptable and time is given to allow the child to reflect and amend their behaviour. They are given two opportunities to do this before a sanction of thinking time is given.

Example

A child (Eva) is being unkind with their words towards another child.
Teacher: "*Remember that we are kind, polite and respectful. Use kind words please Eva. That's a 'one'."*

If Eva then reflects, says sorry and changes her attitude the teacher will thank her publically for making the right choices.

If Eva continues to be unkind the Teacher will repeat the reminder and ask if they can help.
Teacher: *"We use kind words Eva. Do you need any help? I don't want you to have thinking time. That's a 'two'."*

If the behaviour still continues, the teacher will say.
"Eva – we are kind to our friends. That's a three. You now have five minutes thinking time."

This is then logged on CPOMs and the time to think about her behaviour will happen at the next breaktime. The teacher does not need to use a cross or angry voice but just needs to remind the child of the consequences that are in place.
Younger children in Reception, and Year 1 will need to have their thinking time straight away completing any task straight away that they missed as a consequence.

If the next break time would be on the following day for older children, they will have their thinking time at the end of the academy day so that they are allowed to start every day afresh.

There will be occasions when thinking time is applied instantly, for instance, if a child hurts another child physically.

Shared Values and Beliefs about Behaviour

Our Christian values are Kindness, Friendship and Faith. We believe the management of children's behaviour should reflect the Christian values of the academy. We choose an approach and procedures which enhance the quality of the adult - child and child – child relationships. This principle guides all our actions and rules. The formation of healthy relationships is one of our main goals and the basis of much good behaviour management and effective learning. We are always aware that all of the consequences given should be rooted in our Christian values through which we continually strive to find ways of helping our children to develop kinder, more respectful ways of behaving.

Our approach is one of 'Setting children up for success' in both their behaviour, and in their attitudes and approaches to learning. A whole academy approach with a focus on the behaviour that we want to see from all pupils in the classroom, playground and around the academy is fundamental to this aim.

Staff use silent hand signals to promote a calm and respectful work ethos. Calm, caring voices are used to maintain a safe environment for all children.

We believe that:

- pupils who feel safe, valued, nurtured and celebrated tend to respond in a more positive and appropriate way;
- when pupils are given consistent expectations and are treated fairly by all adults, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;
- if the ethos of the classroom and the academy is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, which, in turn, will lead to achievement;
- good discipline can be clear and firm, yet supportive.

We aim:

- to genuinely welcome every child an adult, celebrating their uniqueness and the gifts that they bring to the community
- to create a warm, caring, calm and orderly atmosphere in the academy that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly;
- to promote in all pupils a sense of self-discipline and an ability to take responsibility for their actions;
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the academy environment;
- to help pupils change their anti-social behaviour and to learn ways of behaving and solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviours;
- to create an environment that is safe, physically and emotionally, for everyone in the academy;
- to develop a partnership with parents which recognises and respects important factors in the home life and experience of the child, and through ongoing dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs.
- to develop self-awareness and organised thinking skills

Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating environment and the conditions that facilitate every aspect of learning. Routines also give a sense of security and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and to train the children to observe these routines. This helps to maintain boundaries and support the development of good habits.
- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.
- We recognise that well planned, interesting lessons which are well structured and organised, experiential and contextualised to the child are crucial elements of good practice.

Whole academy procedures for gaining attention from the children include simple phrases such as **'Magnet Eyes'** If an adult **raises one hand in the air**, children respond by doing the same action, they stop talking and listen to the adult. This is very effective in large, open spaces or in noisy areas.

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation. We set specific, individualised targets for each pupil to achieve their goals and targets.

Where children have significant challenges that affect their ability to regiulate easily, we support them with an individualised positive reward system. These are broken down into small, achievable steps and reviewed daily.

These children are rewarded for such behaviours as:

- using their 'toolkit' to manage big emotions
- completing tasks given
- showing care for another pupil
- resisting provocation
- showing an awareness of the needs of others
- controlling anger and aggression

All classroom systems accentuate the positive and children cannot lose Dojos (or personal rewards systems for children on a behaviour support plan) that they have already gained. Children work collectively as a class to gain Dojos which convert to class rewards (such as an extra break time or a non-uniform day).

We appreciate that one of the best rewards for a child is genuine and evaluative praise that makes clear to a child what they have done well (so that they can build on this). We praise children for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity 'catching them doing the right thing'.

All staff work closely with any Family Services support staff working to support individual children in academy. Our main support services for the current academy year are the Early

Years Team, The Communication and Interaction Team, The Cognition and Learning Team and the SBAP (Academy Behaviour and Attendance Partnership).

Prevention

We choose preventative strategies and our structure and routine of our academy day supports this. We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils
- creating a positive supportive and happy climate in the classroom
- supporting the children to develop positive attitudes and approaches to learning
- providing a constant adult presence, never leaving the children unsupervised
- having well planned and engaging lessons differentiated to meet the needs of the pupils
- making connections with previous work
- ensuring equipment or materials needed are ready and in working order
- having well-established routines and systems for daily activities as well as for behaviour for learning
- teaching the children strategies to deal with anger and frustration
- using social problem-solving skills, circle time and mediation.
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

Promoting Positive Relationships

A positive relationship with the pupil is at the heart of our behaviour management. It is our view that the planned and skilful promotion by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management.

Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this. Where children require additional support with their behaviour, parents and carers are involved at an early stage to ensure that home and academy are working in partnership to support the child.

Keeping Everyone Safe in Their Body and Feelings

We recognise that the academy will only function effectively if both staff and children feel safe. Anxiety and fear block learning so we strive to create a safe environment free of anxiety. Effective measures and procedures are in use to ensure that safety is part of our daily routine. The academy follows all statutory, government and LA guidelines on safeguarding – the wellbeing and safety of all pupils is our highest priority.

Falcons – Nurture provision

Some of our children experience social and emotional needs that cannot be met within the daily routines of the classroom. We provide support for these children through daily nurture provision, assessing their needs through Bounce Together; setting targets that are worked on positively. These targets and strategies are shared with the class teachers who welcome the

child back into the class for the remaining sessions. This provision usually lasts for no more than one term but the support is put in place for as long as the child needs.

Children are fully re-integrated into class once their emotional needs have been addressed and support has been effective.

Other children receive counselling, draw and talk sessions, Emotional Literacy Support (through our trained ELSA lead) or through play therapy specialists to help them to work through difficult emotions or situations. We are fully committed to meeting all emotional needs of all children as we know that the health and well-being of all children is our primary aim. We recognise that some pupils' needs are greater and they may need more support than others to become fully integrated them into class.

We match provision to the needs of individuals and follow support and guidance from all supporting professionals. Close partnership with parents and carers is also key to this success.

Provision for extreme SEN needs

Some of our children have specific SEN needs (mainly communication and Interaction needs) that mean that their provision needs to be bespoke. We have a clear rationale for entry to this provision and the curriculum for these pupils has been written with support from the relevant specialists in the local authority.

Within this provision, the children are leaning how to interact safely with others and learn how to follow simple rules and expectations. All children are treated with respect and the adults who work with them have built strong relationships with them to ensure that they all feel safe, included and valued.

Sometimes these children hurt. We acknowledge this is a result of their communication challenges. We expect parents and carers to support us in sharing safe behaviour expectations but we understand that this is difficult.

In extreme cases, a suspension may be a necessary consequence for unsafe behaviour for these children but we do not take such decisions lightly and examine all provision and circumstances carefully before taking this measure.

The Recognition and Reward of Achievement

Our pupils especially need to feel that their work or their positive responses to staff and peers are noticed and valued. This helps to motivate them and raise their self-esteem and make acceptable behaviour more likely to be repeated. Often, increments in improvement seem small to outsiders but can seem big to pupils. The appropriate recognition and reward of these are central to our practice. We also make every effort to make the external recognition correspond to an internal sense of achievement in the child.

The academy reward system is linked to the development of positive attitudes and approaches to learning. All pupils get appropriate commendation, praise and rewards for achievements, especially for achieving in line with their own personal targets in learning and behaviour. We use Class Dojos as a public praising system, developing the child's awareness of good character and values.

Alternative arrangements for children with behavioural and emotional needs

Children with behavioural and emotional needs may have an alternative programme during lesson time and at playtime to ensure that they are able to access both curriculum and playtimes successfully and safely. In addition, they may have a separate reward system with smaller steps to enable them to be successful and build up self-confidence and self-esteem.

Bullying

Bullying is not an acceptable behaviour in our academy. All the members of the academy community, adults and children, have rights and responsibilities towards each other. The academy Anti-Bullying Policy gives clear guidelines on how the academy works with children and families to create an anti-bullying culture.

Equal Opportunities

We believe in equality of opportunity for all pupils, including those who behave appropriately and we make every effort to put it into practice at all times. (See Equal Opportunities Policy).

Parental Involvement

The academy endeavours to make good relationships with parents and carers. The academy see the parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child's learning and behaviour.

Searching for Banned Items

As part of our Behaviour Management, certain items are not permitted on the school site. If these are found on a child they will be confiscated for the safety and protection of all children. A consequence, in line with this behaviour policy, will be given to the child as a result of this incident.

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products such as cigerettes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

- vapes

If it seems likely that these items are in school, the school may search the child if they think the child has any banned items.

The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently.

The search witness must also be the same sex as your child if possible. Your child will never be asked to remove clothes, other than outer clothing like a coat.

Dealing with difficult behaviour

There are a range of strategies we use in dealing with difficult behaviour

- We treat children with respect even when they are misbehaving
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time
- We avoid talking above low level background noise
- We focus on those who are behaving and working well and praise and encourage them
- We use eye contact or signals to express approval and disapproval initially
- We speak calmly to the pupil who is misbehaving, telling them that the behaviour is not acceptable and needs to stop
- We describe the effects of the behaviour not the behaviour itself ("when you are making a noise or messing about, the others can't hear or learn. This is not respectful.")
- We support each other by offering help to ensure we work as a team to support a child in crisis
- If necessary we send for help in good time
- We sometimes ask that a pupil be withdrawn so that learning progress is not affected for others
- We are prepared to find the best adult and best conditions to resolve the issue, and are prepared to change adults where necessary
- We allow pupils time to make amends or take time to follow up an instruction
- We follow up inappropriate behaviour with a pupil on their own where possible. This approach of speaking to a child individually and not in front of other children is key to supporting the child to make changes to their behaviour without public embarrassment
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques. (All teaching staff receive training in the use of restrictive Interventions and reasonable force.)

- We accept that sometimes it is appropriate to show that a particular behaviour has made an adult feel cross. We can thus model appropriate management of our own behaviour to the pupils. We do so in a controlled way and avoid blaming. We give an "I" message e.g. "I feel sad that you show little respect for the work I have put into planning this activity"
- We only raise our voices in exceptional circumstances and always in a controlled manner
- We give opportunities for reparation and restitution when all those involve are ready and without increasing delays
- We model reconciliation and support these processes as appropriate.

Our system of rewards is balanced by sanctions and consequences which are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice. Sanctions and consequences are sometimes needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make reparation and to set targets for desirable behaviour. They are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is 'antiseptic' e.g. uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the child, and avoid shaming the child, focusing on the unwanted behaviour.

Sanctions and consequences include:

- Not earning points towards Reward Systems.
- Change position of pupil in the classroom.
- Thinking Time – an opportunity to make reparation and reflect how better choices could have been made considering consequences of actions etc. It takes place at break-time or dinner time, sometimes with work not completed available for completion or appropriate to the misbehaviour. This is supported by a member of staff.
- Paired Class – time is spent in a neighbouring classroom with another teacher. This may sometimes be necessary to safeguard the learning of others. We use it sparingly recognising that Thinking Time is more effective when it is for short periods.
- Where a pupil persistently refuses to reflect through Thinking Time or to observe the rules the parent or carer will be contacted and reminded that further refusal will lead to further consequences such as time spent after school to talk through behaviour choices or loss of playtime. It is up to each teacher to establish privileges in the classroom e.g. chosen activities, free time, particular responsibilities. In some circumstances, the teacher and Headteacher together may decide to exclude a child from an outing or experience etc.

We also use the following on some occasions:

1. Parent/Carer Consultation

Discussion with the parent/carer can result in agreements about sanctions the parent/carer can impose if the academy sanctions are not working. A phone call, letter or meeting can sometimes be very effective.

2. Making Restitution

Children are given the chances to make good, injury or damage. This can sometimes mean apologising by note or card, making up for work not done in playtime, spending time with the victim of their insults or aggression.

3. Referral to Head or Deputy Head
4. Risk Assessments are created for pupils who exhibit very challenging behaviour so that all staff know how to support them safely
5. Exclusion for a fixed period /Suspension

We use this only for extreme incidences. We anticipate difficulties where possible and seek support from SBAP and other professionals, if a child is excluded twice for fixed terms or is likely to be permanently excluded.

6. Permanent Exclusion

We only invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in the academy.

The School will follow the guidance and procedures contained within the DFE document "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" - Guidance for maintained schools, academies, and pupil referral units in England, along with any recommended additional guidance.
Updated July 2026

Appendix 1

The King's C of E Primary Academy is part of the Newark Town Family of Academys and 'Academy Behaviour, Attendance and Partnership'. We have an agreed protocol in place which follows a graduated response for dealing with challenging behaviours.
Support is available from the 'Primary Social Emotional Development Team' (PSED).

Graduated Response for Newark Town:

Academies should be able to show evidence of:

- Using behaviour for learning audit and resources to make adjustments to the learning environment in the classroom
- Analysis of incident records to look for common triggers / patterns
- SENCO or Behaviour Lead observes pupil in relevant setting
- Discussions with other staff members/ academy policy and consistent approaches in managing behaviour
- Referrals made to SBAP when behaviours are concerning and usual strategies are not working well
- Liaison with SFSS (Early Years, EPS, C&I, C&L, etc)
- Behaviour plan in partnership with parents put in place - regulation plans, etc

- Support plan and provision map of interventions internally used in academy (SEAL, managing emotions, social stories / IDP resources)
- Ensure all staff (middays, etc) are made aware of plan and strategies

- This policy was implemented by the Governing Body in Autumn 2026