



**Aston Community
Education Trust**

AUGHTON Relational Behaviour Policy

DATE: January 2026



Excellence



Equity



Empowerment



Esteem

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Principles and Ethos

At Aughton Primary Academy, we are a close-knit and inclusive community of pupils, teaching and non-teaching staff, governors, trustees and families who share a collective responsibility for creating and sustaining a calm, safe, secure, happy and welcoming environment. We believe that every child can succeed and are committed to removing barriers so that all pupils are supported to achieve their full potential.

Our school environment fosters a strong love of learning and supports children's intellectual, physical, emotional and personal development. We aim to provide purposeful, nurturing spaces where pupils feel secure, valued and motivated to do their best.

Positive relationships lie at the heart of our academy. We recognise that strong, respectful connections between children and adults, and between peers, are essential for pupils to feel safe, regulated and ready to learn. We work to ensure that every child knows they are cared for and supported by the adults in their school community.

We celebrate individuality and actively promote confidence, resilience and a positive self-image. High expectations are balanced with care and understanding, enabling children to develop independence, curiosity and a sense of pride in themselves and their achievements.

Alongside this, we promote a co-operative, sensitive and inclusive culture where children learn to respect and value the feelings, beliefs and differences of others. Through this approach, we support our pupils in becoming kind, thoughtful and responsible members of the school community and the wider world.

Behaviour Curriculum

It is our belief that positive behaviour is fundamental to success. When behaviour is calm, respectful and consistent, pupils feel safe, valued and ready to learn. Our Behaviour Curriculum supports children to understand what good behaviour looks like, why it matters to behave, and how it helps everyone to thrive.

We are committed to making it easy for pupils to make good behaviour choices by teaching behaviour explicitly and consistently. This approach reflects our core values of and ensures that expectations are clear, fair and achievable for all pupils.

Effective behaviour management relies on a shared understanding between pupils and staff in addition to adults responding in a calm, consistent and respectful way. All adults take responsibility for modelling the behaviour we expect and for supporting children to make positive choices.

As a school, we promote positive behaviour by:

- Having clear, simple and consistently applied rules, routines, rewards and consequences
- Teaching behaviour explicitly, rather than assuming children already know what is expected
- Ensuring all adults respond calmly, fairly and predictably to behaviour
- Focusing on positive behaviour by recognising, describing and reinforcing what we want to see
- Supporting pupils to develop self-regulation, resilience and responsibility for their actions
- Adapting approaches where necessary to meet the needs of individual pupils

Our Behaviour Curriculum is taught deliberately and revisited regularly to ensure expectations remain clear. This includes:

Explicit teaching at the start of each academic year

Re-teaching expectations after each half-term break

Ongoing reinforcement throughout the year, with additional support or 'behaviour resets' provided when needed

Daily modelling by adults in school, reinforced through non verbal and verbal reinforcement when the right choices are made to celebrate positive examples

Through this approach, pupils develop self-belief and confidence in managing their behaviour, resilience when things feel challenging, ambition to meet high expectations and respect for themselves, others and their learning environment. By embedding kindness and consistency at the heart of our behaviour curriculum, we create a culture where every child is supported to succeed.

Relationships

In our academy, we recognise that positive behaviour and successful learning are built on strong relationships between staff and pupils based on trust. When children feel respected, valued and that they belong, they are more confident, regulated and able to make positive choices.

Staff take time to get to know the children they work with as individuals, including their strengths, interests, motivators and any factors that may affect their behaviour or emotional regulation. This understanding enables adults to respond with kindness, consistency and high expectations, while supporting children to develop self-belief and resilience.

We aim for every child to have strong, positive relationships with adults in school who provide guidance, encouragement and support. Where needed, additional time and opportunities are planned to strengthen these relationships, for example through shared activities, collaborative tasks or experiences that reflect children's interests. At the end of each academic year, we provide planned opportunities for pupils to begin developing positive relationships with the adults who will be teaching and supporting them in the following year, building up to them spending a full week in their new class. This transition time helps children feel familiar, confident and secure, ensuring they return after the summer break feeling comfortable, supported and ready to learn, rather than anxious or uncertain.

By placing relationships at the heart of our practice, we promote respect, belonging and ambition, ensuring that all pupils feel supported to succeed both socially and academically.

Preventative Action



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At Aughton Primary Academy, strong relationships with pupils enable staff to take a proactive and preventative approach to behaviour. By knowing children well as individuals, staff are able to anticipate potential difficulties, recognise early signs of emotional dysregulation and put appropriate support in place before behaviour escalates.

We use our understanding of each child's needs, strengths and triggers to support behaviour preventatively, rather than relying on reactive responses. Strategies to support emotional regulation may include the use of clear routines, zones of regulation resources and packs, social stories, visual supports, sensory breaks, time in the reading corner, communication in print and explicit teaching through our behaviour curriculum. These approaches help children to understand expectations, feel secure and develop the skills needed to manage their emotions and behaviour successfully.

For pupils with additional social, emotional and mental health needs, individual ABC plans are developed collaboratively by staff who know the child well. These plans identify early indicators that a child may be becoming dysregulated, alongside agreed strategies, adjustments or alternative behaviours that support regulation and positive decision-making. This ensures that support is consistent, respectful and focused on helping pupils succeed.

Through this preventative approach, we promote kindness, build resilience, strengthen self-belief and support pupils to engage positively with learning and school life.

Behaviour as Communication

All adults are encouraged to look beyond behaviour and to be curious about what a child may be communicating. We recognise that behaviour often reflects a child's emotions, needs or level of regulation. By responding with kindness, respect and understanding, we support pupils to feel heard, valued and understood.

When children experience difficulty managing their emotions, adults provide calm, supportive responses that help pupils regulate and reflect. Through this approach, children develop self-belief, resilience and the skills needed to manage challenges and overcome obstacles as they grow.

When supporting a child who is experiencing emotional dysregulation, staff:

- Consider the safety and wellbeing of everyone involved
- Take time to observe behaviour before responding, where appropriate
- Respond calmly and constructively rather than reactively
- Recognise that behaviour is often driven by emotion
- Use reflective language to acknowledge and validate feelings
- Support and co-regulate with the child until they are ready to re-engage positively

We recognise that communication is not just about words. Non-verbal cues, tone of voice and body language play a significant role in how children express themselves and how messages are received. Staff are mindful of this and ensure their own communication remains calm, respectful and reassuring, supporting children to feel safe and understood.

Emotion Coaching and Emotional Regulation

Positive, trusting relationships are at the heart of effective learning and behaviour. We recognise that children learn best when they feel safe, valued and understood, and that emotionally supported children are more able to regulate their behaviour and engage fully with school life.

As a staff team, we understand that:

- A sense of belonging supports confidence and resilience
- Feeling valued encourages cooperation and positive behaviour
- Positive, enjoyable experiences help children feel secure and connected
- Being cared for promotes empathy, understanding and compassion
- Being respected encourages respect for others and a willingness to listen
- Inclusive practice supports motivation and engagement

We are committed to supporting pupils' emotional wellbeing through a relational and emotionally responsive approach. Our focus is not only on the physical environment of the school but on the relational environment and the culture we create together. Central to this is the role of emotionally regulated, emotionally available adults who model calm behaviour and provide reassurance and guidance when children are feeling overwhelmed by their emotions or experiences.

We recognise that children can sometimes express unmet needs or emotional dysregulation through behaviour. At Aughton Primary Academy, staff respond to these moments with kindness, consistency and understanding, seeking to help children make sense of their feelings and develop strategies to manage them more effectively. We aim to create a school environment that feels safe, predictable and supportive, with strong, positive relationships at its core.

Our approach is underpinned by the principles of emotion coaching. Staff support pupils by:

- Recognising and acknowledging children's feelings
- Validating emotions while maintaining clear and consistent boundaries
- Helping children to name emotions and understand what they are feeling
- Supporting pupils to reflect on behaviour and develop appropriate responses

Through this approach, we help pupils to develop emotional literacy, self-regulation and empathy, enabling them to think between feeling and action and to take increasing responsibility for their behaviour.

We aim for every member of our school community to feel respected, supported and valued. By promoting positive relationships and shared responsibility, we support our pupils in becoming confident, emotionally aware and resilient learners who are well prepared for life both in and beyond school.

Our Core Values

- Kindness
- Ambition
- Resilience
- Self Belief
- Respect

We Are Kind

We treat everyone with kindness, care and respect. We work together to create a sense of belonging where everyone feels safe, valued and included.

We Are Ambitious

We are motivated to learn and to achieve our best. We challenge ourselves, set high goals and believe that effort and determination help us succeed.

We Are Resilient

We keep going when things are difficult. We learn from mistakes, show perseverance and develop the confidence to face challenges positively.

We Believe in Ourselves

We are proud of who we are and what we can achieve. We build self-belief by recognising our strengths, celebrating success and supporting one another.

We Show Respect

We respect ourselves, others, our community and our environment. We listen, value differences and take responsibility for our actions.

At our academy, we recognise that strong emotions can sometimes make it difficult for children to manage their behaviour. Emotion coaching supports staff to respond to these moments with kindness, understanding and consistency, helping children to recognise, understand and regulate their emotions more effectively. We deliver emotion coaching interventions to support children who may have difficulties in regulating their emotions.

All adults are encouraged to notice the signs of emotional difficulty, which may be communicated through behaviour, body language or changes in mood. Rather than ignoring emotions or focusing solely on consequences, staff use emotion coaching to acknowledge feelings, support regulation and guide children towards positive choices.

The key steps of emotion coaching at Aughton Primary Academy are:

- Empathy – recognising and showing understanding of how the child is feeling
- Labelling – helping the child to name and make sense of their emotions
- Validating – reassuring the child that their feelings are understood and acceptable
- Limit-setting – clearly and calmly reinforcing boundaries and expectations, where needed
- Problem-solving – supporting the child to reflect, make amends if appropriate and identify positive next steps

Through this approach, pupils develop emotional literacy, resilience and self-belief, enabling them to regulate their emotions, take responsibility for their behaviour and approach challenges with confidence and ambition.

See Appendix 1

Positive Praise and Rewards

We believe that recognising and celebrating positive behaviour plays a vital role in developing confidence, motivation and pride. Praise and rewards are used to reinforce our core values of kindness, ambition, resilience, self-belief and respect and to encourage pupils to make positive behaviour choices consistently.

All praise given is sincere, specific and proportionate, ensuring it is meaningful for each individual child. Staff clearly describe the behaviour being praised so pupils understand what they have done well and why it matters.

Respect underpins everything we do. We are committed to maintaining a calm, purposeful learning environment where positive behaviour supports learning in every classroom and across all areas of the school. Expectations for behaviour are explicitly taught and reinforced through our Behaviour Curriculum.

While we use a range of positive rewards to recognise behaviour, we also place great value on everyday verbal and non-verbal praise. A smile, thumbs up, high five, quiet word of encouragement or

positive comment can be just as powerful in reinforcing positive behaviour. These approaches help pupils feel noticed and valued in the moment.

We actively encourage intrinsic motivation, supporting children to do the right thing because it is the right thing to do, rather than solely for external rewards. Praise is therefore used thoughtfully to highlight effort, choices and values, helping pupils develop pride in their behaviour and self-belief.

Positive behaviour is recognised in a range of ways, including:

Show and Shine Assemblies

Show and Shine assemblies provide regular opportunities to celebrate pupils who demonstrate our core values, positive attitudes to learning or exceptional effort, helping to build confidence and pride.

Dojo Points

Class Dojo is used consistently across the school to recognise pupils who demonstrate kindness, ambition, resilience, self-belief and respect. Dojo points celebrate positive behaviour, effort and commitment to learning.

Certificates and Stickers

Certificates and stickers are used in class and assemblies to acknowledge positive behaviour, effort and achievement, providing visible recognition for pupils.

Positive Communication Home

We celebrate success with families through positive phone calls, messages and notes home in home-school diaries. Sharing achievements strengthens partnerships with families and reinforces positive behaviour beyond school.

Class-Based Rewards

Teachers may use additional age appropriate reward systems, such as Star of the Day in Key Stage 1, positive cards home or other classroom incentives. These complement whole school approaches while allowing flexibility to meet our pupils' needs.

Governor Awards

Each term, Governor Awards are presented to pupils who have consistently demonstrated one or more of our core values, recognising sustained effort, positive behaviour and commitment.

Through a balanced approach to praise and rewards, we aim to nurture motivation, strengthen resilience, build self-belief and promote kindness and respect across the Aughton Primary Academy community.



Unacceptable Behaviour

We believe that every child deserves consistent support, clear expectations and adults who are committed to helping them succeed. Positive relationships, fairness and high expectations underpin our approach to managing behaviour.

Behaviour is a key priority at Aughton Primary Academy. When unacceptable behaviour occurs, children are supported to understand the impact of their actions, take responsibility and, where possible, put things right. We believe it is important that pupils are given opportunities to reflect, repair and learn from mistakes, while also understanding that actions have consequences.

Our approach balances kindness with accountability, ensuring that responses to behaviour are calm, respectful and proportionate. By following clear, consistent steps, we help pupils develop self-belief, resilience and the ability to make better choices in the future.

A strong emphasis is placed on promoting positive behaviour and celebrating pupils who demonstrate our core values of kindness, respect, resilience, self-belief and ambition. However, we recognise that there may be times when pupils display behaviours that are not acceptable and do not align with our expectations.

Unacceptable behaviour includes, but is not limited to:

- Physical aggression or violence towards others
- Behaviour that disrupts or prevents learning
- Discrimination of any kind, including behaviour related to protected characteristics
- Verbal aggression, intimidation or inappropriate language
- Deliberate damage to own or others' work or belongings
- Threatening, intimidating or aggressive behaviour
- Refusal to follow reasonable instructions from adults or peers
- Unsafe movement around school, including running in and out of classrooms
- Bullying, including cyberbullying
- Disrespect for the school environment or school property
- Swearing or use of offensive language
- Accessing or attempting to access inappropriate online content

When unacceptable behaviour occurs, it is addressed calmly, consistently and proportionately, in line with our behaviour curriculum and behaviour policy. The responses of staff focus on safety, learning and restoring positive relationships, while supporting pupils to understand expectations and make better choices in the future.

Restorative Practice



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We believe that restorative practice supports children to take responsibility for their behaviour by helping them understand the impact of their actions on themselves and others. Rather than focusing solely on rule-breaking or consequences, we aim to guide pupils to reflect, learn and make positive changes.

In an approach where conversations are led by rules alone, adults may tell children what they have done wrong and apply a consequence, but this alone does not always help children understand their role in the situation or how their behaviour affected others. Our restorative approach encourages pupils to think more deeply about what happened, why it happened and how relationships can be repaired.

Restorative practice at Aughton Primary Academy focuses on developing, maintaining and repairing positive relationships. It helps to build a respectful, caring school community where empathy, reflection and self-belief are encouraged and where children are supported to take increasing responsibility for their behaviour.

We use restorative conversations to support this process. These are calm, structured discussions guided by key questions that help children to:

- Reflect on their feelings and actions
- Understand the impact of their behaviour on others
- Take responsibility and make amends where appropriate
- Identify strategies to make better choices in the future
- Restorative Conversations

At Aughton Primary Academy, restorative conversations are valued as:

- An opportunity for children to reflect on their emotions and behaviour and develop resilience and self-regulation
- A way for adults to better understand the underlying needs or emotions influencing behaviour
- A chance for staff to reflect on and refine their own approaches to support children effectively
- A coaching opportunity to develop pupils' emotional literacy, empathy and respect for others

Through restorative practice, we promote kindness, strengthen relationships and support children to learn from their experiences, enabling them to move forward positively and with confidence.

See Appendix 2: Restorative Scripts

Logical Consequences

Logical consequences are used to support learning, reflection and positive behaviour change. Consequences are applied in a way that is fair, respectful and focused on helping children understand the impact of their actions.

Logical consequences are:

- Related – directly connected to the behaviour so that children can clearly see the link between actions and outcomes
- Respectful – applied calmly and kindly, without blame or shame, and with consideration for everyone involved
- Reasonable – appropriate to the age, understanding and perspective of the child
- Helpful – designed to support learning, responsibility and positive future choices, rather than to punish

Once a child has completed a logical consequence, adults refocus attention on positive behaviour. Praise and encouragement are given at the earliest opportunity to reinforce expectations, rebuild self-belief and support the child to move forward confidently.

See Appendix 3

Behaviour Menu – Logical Consequences

We use logical consequences are used to help children understand the impact of their behaviour and to support them in making positive choices. The examples within this behaviour menu are intended as guidance for consistency.

The behaviours on the menu are split into three sections: B1, B2 and B3.

B1 behaviours are low-level, often unintentional or emerging behaviours that can be addressed through reminders, redirection, and classroom strategies. B2 behaviours are those that are repeated, deliberate, or have a clear negative impact on others or learning, and have not improved following B1 strategies. B3 behaviours are those that involve intentional harm, pose a risk to safety, or significantly impact others. These behaviours require senior leadership involvement.

Children are actively supported to identify an appropriate logical consequence for their behaviour wherever possible. This process encourages reflection, responsibility and self-belief, and helps pupils to understand how their actions affect themselves, others and their learning environment.

All logical consequences must be:

- Related to the behaviour
- Respectful, applied calmly
- Reasonable, taking account of the child's age, needs and understanding
- Helpful, supporting learning and positive future choices

This behaviour menu is not a 'one size fits all' approach. Staff use professional judgement and their knowledge of the child to select or guide pupils towards consequences that are meaningful and effective. The impact of logical consequences is greatest when children are supported through discussion and reflection to understand why a consequence is needed and how it helps to put things right.

The behaviour menu or flowchart supports consistency across the school, ensuring consequences remain fair, logical and rooted in our values of kindness, respect, resilience, self-belief and ambition.

At Aughton Primary Academy, staff support and guide pupils through their logical consequences with patience, consistency and care. Once a consequence has been completed, adults refocus on positive behaviour and provide praise to reinforce learning and rebuild self-belief.

We recognise that every child is different and that some pupils may require repeated support to change a pattern of behaviour. For children with additional needs, behaviour support is planned in collaboration with the Inclusion Team and is guided by agreed strategies outlined in the child's ABC chart. This ensures that responses are consistent, appropriate and tailored to individual needs, while continuing to promote resilience, respect and positive behaviour choices.

Graduated Classroom Response

Where a child is struggling to meet behaviour expectations, staff will take the following steps:

- In-class regulation and refocus
The child may be supported to work at a separate table within the classroom. This provides space to calm, regulate and refocus while remaining supported by an adult.
- Working in another classroom
If behaviour continues, the child may be asked to work at a designated table in a different classroom. This change of environment supports regulation, reduces disruption and allows learning to continue.
- Internal isolation
If behaviour persists, the child may be supported in a quiet space with a named adult. This time is used to support emotional regulation, reflection and preparation for a positive return to class. Learning tasks will be completed once the child is sufficiently regulated.

Removing Children from Class

Everyone has the right to feel safe and supported in their learning and working environment. On occasions where a child's behaviour is significantly disrupting learning, or where there is a risk of harm to themselves or others, the classroom environment may not be the most appropriate place for that child in that moment.

Our approach prioritises regulation, safety and learning, and removal from class is always used as a last resort and as part of a graduated response.

Immediate Removal for Safety

If a child presents behaviour that is:

- Violent
- Posing an immediate risk of harm to themselves or others

the child may be removed from the classroom immediately to ensure the safety of all. In these situations, the child may be too dysregulated to engage in behaviour steps straight away.

In these cases:

- A member of the Senior Leadership Team or Inclusion Team will be contacted to support the child
- The child will be supported to regulate in a calm, supervised space
- Once regulated, behaviour steps and restorative conversations will be completed

Recording and Communication

All significant behaviour incidents, including repeated removal from class or internal isolation, are recorded on CPOMS to ensure accurate monitoring and follow-up. This information supports consistency, safeguarding and decision-making.

Parents or carers will be informed where appropriate, particularly if behaviour results in internal isolation or indicates a pattern of concern. Outcomes may include additional support or the introduction of a Behaviour Support Plan, agreed in collaboration with the Inclusion Team and/or SLT.

Internal Isolation

Internal isolation is used sparingly and only when necessary. It is a serious sanction designed to provide time for reflection, regulation and reset. Internal isolation takes place in a quiet space with adult supervision, and pupils are expected to engage with learning once they are ready.

All internal isolations are recorded on CPOMS, and parents or carers are contacted to discuss the reasons for this decision and next steps to support positive behaviour moving forward.

Throughout all stages, pupils are treated with kindness and respect, with a clear focus on safety, learning and helping children develop the skills to make better choices in the future.

Support for Staff

At Aughton Primary Academy, staff are trusted and empowered to manage behaviour confidently and consistently within their classrooms. Teachers, support staff and wider school staff are encouraged to use their professional judgement to respond to behaviour using the behaviour policy and/or agreed behaviour plan guidance wherever possible.

We recognise that effective behaviour management is most successful when children are supported by familiar adults and remain, where appropriate, in their classroom with their class teacher. Staff are therefore encouraged to work through the behaviour steps and restorative processes with pupils, using emotion coaching and logical consequences to support learning and reflection.

Where behaviour moves into a severe range, requires additional intervention, or where a change of face is needed to support regulation or safety, members of the Senior Leadership Team will provide support. SLT may attend to assist staff in managing the situation, either within the classroom or in an alternative space, ensuring that responses remain calm, consistent and proportionate. This support is designed to complement, not replace, the role of the class teacher.

Loss of Break or Lunchtime as a Logical Consequence

In some circumstances, the loss of part of a child's lunchtime may be used as a logical consequence if staff and SLT determine that the child is not currently able to remain safe during less structured times. Alternatively, a child may be supported to remain with an adult whilst outside during break or lunchtime, allowing them time out to regulate while still accessing fresh air and a movement break. This decision is made carefully and proportionately, with the aim of supporting learning, reflection and positive behaviour change.

Before returning to unstructured times, pupils are supported to engage in reflective and restorative conversations to help them understand their behaviour and demonstrate readiness to re-engage safely. Once this has been achieved, children are supported to return to break and lunchtime provision.

We recognise that unstructured times can be challenging for some pupils and may increase anxiety. Where appropriate, alternative or supported provision may be arranged to enable children to access break and lunchtime in a way that meets their individual needs while maintaining safety and inclusion.

When breaktime is lost as a logical consequence, restorative conversations are facilitated by the class teacher or another familiar adult using agreed restorative prompts. Where lunchtime is affected, the restorative conversation may be supported by a member of the Senior Leadership Team, ideally alongside the class teacher.

Throughout all responses, staff act with kindness and respect, supporting pupils to develop resilience, self-belief and responsibility for their behaviour.

Recording of Behavioural Incidents

Behaviour incidents are recorded on CPOMS where deemed necessary to ensure consistency, safeguarding and appropriate follow-up. Recording is used to build an accurate picture of behaviour, identify patterns and support effective decision-making.

When an incident is logged on CPOMS, relevant staff members are notified and may add actions or updates to provide a clear and complete record of the incident. This shared approach ensures that responses remain consistent and informed.

All behaviour incidents recorded on CPOMS are reviewed by the Senior Leadership Team and Inclusion Team, who will advise on any further actions, support or interventions required.

Recording Incidents

When recording a behaviour incident on CPOMS, staff should include:

Details of the incident, including date, time, location, the name and role of the person recording, and a brief factual description of what occurred

Actions taken, clearly outlining the steps followed:

Step 1 – Reminder of behaviour expectations or Behaviour Curriculum, including the child's response

Step 2 – Emotion coaching, including the child's response

Step 3 – Logical consequences applied, including the outcome and the child's response

Step 4 – Restorative conversation, including the child's response

Step 5 – Further actions or consequences, where required

Communication with families, noting when and how parents or carers were informed and any outcomes agreed

Records should be factual, professional and objective, focusing on what was observed and the actions taken. This ensures that CPOMS records support safeguarding, behaviour management and ongoing pastoral care effectively.

Behaviour Contracts

Behaviour Contracts are used as a supportive tool to help pupils reflect on their behaviour, make positive changes and develop responsibility for their choice. Behaviour Contracts are not used as a punishment; instead, they are designed to encourage learning, reflection and improved behaviour over time.

Being placed on a Behaviour Contract is a serious step and is treated as such by both the school and families. A meeting will be arranged to discuss the concerns and next steps, and pupils and their parents or carers are encouraged to attend. This ensures that expectations are clear, shared and understood by all.

Behaviour Contracts are created collaboratively with the child to promote ownership, self-belief and commitment to change. Each contract is personalised to reflect the individual needs of the pupil and the specific behaviours being addressed. Once in place, the class teacher will review the contract regularly with the child, supporting them to understand expectations and how they can earn privileges back through positive choices.

The format, length and structure of Behaviour Contracts may vary depending on the needs of the child. In some cases, a contract may extend beyond one week and include more than one page. Where this occurs, all pages are kept together so that progress can be monitored clearly and consistently.

All Behaviour Contracts are logged and tracked across the school to monitor their effectiveness. This allows staff to evaluate whether the contract is supporting the child successfully or whether alternative strategies or additional support may be required to help the pupil succeed.

Throughout the process, children are supported with kindness and respect, with a focus on building resilience, self-belief and positive behaviour for the future.

Loss of Control

At Aughton Primary Academy, we recognise that there may be times when a child is unable to regulate their behaviour despite the support provided through Behaviour Contracts. In these situations, careful consideration is given to the individual child and the most appropriate way to support them to regulate, while maintaining the safety and wellbeing of all pupils and staff.

Where a child begins to lose control, a graduated response is followed:

In the first instance, the child will be asked to work at their own table within the classroom. This provides space to regulate while remaining supported by a familiar adult.

If behaviour continues, the child may be asked to work at a designated table in another classroom to support regulation and reduce disruption.

If the behaviour persists, the child may be supported to work in a quiet space with an adult, allowing time to calm, reflect and prepare to return positively to learning.

Where a child's lack of control presents a risk to the safety of others, adults will take immediate action to ensure everyone is safe. In these circumstances, the rest of the class may be moved to an alternative learning area, while a calm, familiar adult remains with the child to support regulation and de-escalation.

Throughout all stages, children are supported with kindness, respect and consistency. The focus remains on helping the child regulate their emotions, reflect on their behaviour and re-engage with learning as soon as they are ready. Where time out of class is required as a result of inappropriate behaviour choices, this will be clearly explained to the child and recorded, and arrangements may be made for learning time to be completed once the child has regulated.

This approach ensures that behaviour is managed safely and effectively, while continuing to promote resilience, self-belief and positive behaviour choices.

Violent Behaviour



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At Aughton Primary Academy, the safety and wellbeing of all pupils and staff is our highest priority. Any incident involving violent behaviour is managed calmly, consistently and in line with agreed school procedures and staff training.

If a child displays violent behaviour, staff will take immediate action to reduce risk and ensure safety. Where appropriate, the child will be supported to move away from the classroom or area in which the incident occurred and into a calm, supervised space with an adult. This adult will not be someone towards whom the violence has been directed. The change of environment is presented as an opportunity for the child to calm, reset and make more positive choices.

The child will remain out of the original learning environment until they are settled, regulated and ready to rejoin safely. Once the child is calm, behaviour steps and restorative processes will be completed to support reflection, responsibility and learning.

Where two or more children are involved in a violent incident, staff will use their professional judgement to decide which child or children should be supported away from the situation to ensure safety and de-escalation. Each child involved will be supported individually to regulate before engaging in restorative conversations and completing the agreed behaviour steps.

In some circumstances, where a child is choosing to kick or use their feet unsafely, staff may remove footwear and place it in a safe, secure location until the child is calm and ready to wear it safely again. This action is taken to reduce risk and support safety.

All incidents involving violent behaviour are recorded and followed up in line with school procedures, with appropriate communication and support put in place to prevent recurrence.

Throughout all incidents, staff act with calmness, respect and professionalism, supporting children to develop self-regulation, resilience and positive behaviour choices while ensuring the safety of everyone in the school community.

Physical Intervention

The safety and wellbeing of pupils and staff at Aughton is paramount. A number of staff across the school are Team Teach trained as part of our commitment to managing behaviour safely and effectively.

Team Teach provides a framework for risk reduction and de-escalation, supporting staff to manage challenging situations calmly and safely. Physical intervention is only ever used as a last resort and

solely to prevent harm to the child or to others. Wherever possible, situations are resolved through positive behaviour management, emotion coaching and de-escalation strategies.

A pupil may be physically guided or held only when it is necessary to do so, including when:

- The pupil poses an immediate risk of harm to themselves
- The pupil is causing or attempting to cause harm to another pupil or a member of staff
- The pupil is attempting to leave the school site and place themselves at risk

Any physical intervention used will be reasonable, proportionate and necessary, in line with Team Teach training and statutory guidance. Staff will always aim to use the least restrictive intervention for the shortest possible time.

All incidents involving physical intervention are recorded in line with school procedures, and parents or carers are informed where appropriate. Following any physical intervention, restorative conversations and support are put in place to help the pupil regulate, reflect and return positively to learning.

Bullying

See Aughton Primary Academy Anti-Bullying Policy

Actions to Prevent Bullying

At Aughton Primary Academy, we take a proactive approach to preventing bullying by educating pupils, promoting positive relationships and maintaining a culture of kindness and respect. Staff use a range of strategies to reduce the risk of bullying and to respond swiftly and effectively when concerns arise.

These actions include:

- Skilled observation and vigilance, enabling staff to recognise early signs of bullying behaviour or distress and respond promptly
- Recording and monitoring concerns on CPOMS, where appropriate, to ensure concerns are followed up, patterns are identified and appropriate action is taken
- Curriculum-based learning, where bullying is addressed through PSHE, assemblies and wider learning, including understanding what bullying is, how to prevent it and how to seek help
- Thoughtful classroom organisation, including seating arrangements, to ensure pupils feel included, supported and safe

- Use of assemblies and wider school experiences to reinforce expectations around kindness, respect and positive behaviour
- Online safety education, including focused teaching on the safe and responsible use of the internet and digital technologies
- Strong partnership with parents and carers, ensuring clear communication and a shared approach to supporting children and addressing concerns
- Appropriate use of external support, such as educational psychologists or other professionals, where necessary and agreed with the Principal
- Active supervision of identified times and areas, ensuring staff are present where bullying is more likely to occur and that supervision arrangements reduce risk
- Approachability of staff, ensuring all pupils know they can speak to a trusted adult if they have concerns
- Consistency across school policies, ensuring that anti-bullying procedures align fully with the Behaviour Policy so expectations and responses are clear to all

Through these preventative actions, we aim to create a safe, inclusive and respectful environment where bullying is challenged and all pupils are supported to thrive.

Suspensions and Exclusions

At Aughton Primary Academy, suspensions and exclusions are used only in rare and exceptional circumstances. We are committed to supporting all pupils to succeed however, behaviour that results in significant harm to others cannot be accepted.

Serious incidents, including acts of extreme physical aggression or abuse that place pupils or staff at risk, will not be tolerated. Verbal abuse, which can be equally harmful and damaging, is also taken seriously.

All decisions regarding suspensions or exclusions are made in line with the ACET Suspensions and Exclusions Policy, ensuring that actions are lawful, proportionate and carefully considered.

Where a decision is made to suspend or exclude a pupil, parents or carers will be contacted as soon as possible and arrangements made for the child to be collected from school. The reasons for the suspension or exclusion will be communicated clearly and confirmed in writing.

Roles and responsibilities

At Aughton, our pupils play an important role in creating a positive environment by living out our values of kindness, ambition, respect, resilience and self-belief. This means treating others with

kindness and respect, following instructions from all staff and working hard to achieve their best. Pupils are expected to show resilience when things are challenging, take responsibility for their actions and believe in their ability to succeed. By making positive choices and supporting one another, pupils help to ensure our school is a safe, inclusive and purposeful place for everyone.

Parents have a responsibility to inform the academy of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required. a community where children and adults feel valued and respected. We recognise everyone is unique and should be treated fairly as an individual. We want to build up and foster a community where pupils feel safe, secure and confident, where they are happy to learn and develop

Parents support the academy by ensuring that their child is ready to learn. The role of parents is crucial in helping ACET academies develop and maintain good behaviour. To support our academies, parents should understand this policy and where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the academy's policy and reinforcing it at home. APA academy will build and maintain positive relationships with parents, for example by making parents aware of when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. Parents support by making sure that their child: - arrives on time prepared to learn - brings appropriate equipment such as PE kit, reading books, as well as a suitable bag to carry books and any equipment needed during the academy day - is aware of the need to be polite, courteous, respectful to everyone on the academy site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.

Academy staff, including teachers, support staff and volunteers, are responsible for the application of the policy, ensuring its processes and procedures are followed, and consistently and fairly applied using the behaviour menu to identify logical consequences across the three levels: B1, B2 and B3. They have a responsibility, with the support of the principal for creating a high quality learning environment. Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the principal on the effectiveness of the policy and procedures. Academy staff are expected to engage in training and CPD organised by leaders to support them to carry out their roles to the best of their ability.

Staff at all levels of the organisation seek to create effective relationships with students and their families – including timely communication, home-school liaison, and liaison with other agencies where appropriate. The trust has a corporate responsibility for promoting good behaviour and expects staff at all levels to adopt responsibility as their own in order to safeguard students' welfare.

Principals are responsible for the implementation of the Expectations for Learning Policy and the day-to-day management of it, including associated systems and processes. The principal ensures that accurate accounts of all reported serious incidents of misbehaviour including are recorded and retained e.g. bullying, racism, sexual harassment, homophobic behaviour etc. The principal supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Principals monitor how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the academy council on the implementation and efficacy of the policy, as required. Principals must also ensure that staff benefit from timely and appropriate training and professional development to allow them to understand this policy, follow all practices and procedures within it and, ultimately, assist leaders in creating an outstanding academy culture and climate for learning. It is the responsibility of the principal to ensure the health, safety and welfare of students and other academy users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the principal holds responsibility for making the decision to suspend or ultimately permanently exclude students.

Executive principals are responsible for ensuring that the policy is fully embedded and adhered to in the academies for which they are responsible. They hold responsibility for monitoring the efficacy of the policy, considering the views of all stakeholders and reporting these, where appropriate.

The chief executive (CEO) is responsible for establishing, in consultation with the executive team, principals, staff and parents the Expectations for Learning Policy and for keeping it under review. The CEO will ensure that the policy is non-discriminatory, that expectations are clear and that the policy is circulated to, and understood, by staff, students and parents.

The trust board is responsible for reviewing and approving the Expectations for Learning Policy and monitoring its impact and contribution to achieving the trust's aims and objectives

It is the responsibility of academy leaders to support the principal in the promotion and implementation of the Expectations for Learning Policy, ensuring that the culture of the academy promotes positive behaviour and that staff reward students for good behaviour and deal effectively with instances of poor behaviour.

The local academy council is responsible for monitoring the implementation and impact of the Expectations for Learning Policy, escalating concerns to the executive principal when they arise. The chair of the academy council is responsible, alongside the clerk, for convening student behaviour committees when required.

We are aware that some children have particular development needs and often might have trouble managing their feelings. These children will have group or individual action plans, specific behaviour

plans and may be withdrawn for mentor support. These vulnerable children are the responsibility of everyone and should be met with compassion and clarity.

Team Teach statement

Aughton Primary Academy is a Team Teach School and members of leadership team have up to date training for the Team Teach positive handling procedures and guidance. To support any child in crisis staff will respond with Positive handling techniques only when reasonable, proportionate and absolutely necessary. Positive Handling describes the full range of team teach methods used to deescalate, defuse and direct a child in crisis in order to prevent violence and reduce the risk of injury to children and adults. Positive handling is underpinned by documentation to support the child and aims to improve security and safety, allowing recovery, repair and reflection for all concerned.

95% of de-escalation will occur from:

- Use of space
- Changes to environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages Failure of these strategies in de-escalation may result in physical interventions when reasonable, proportionate and absolutely necessary.
- Prompts
- Guides, escorts, holds
- Restraint / restrictive physical interventions. Any physical interventions will be for a minimum time and as a last resort.

Conduct outside the school gates

Subject to this policy staff may use sanctions to address pupils misbehaviour when the child is taking part in any school-organised or school-related activity travelling to or from school, wearing school uniform, in some other way identifiable as a pupil at the school The law states that principals have statutory powers to regulate pupils' behaviour outside of school "to such an extent as is reasonable". If a pupil is witnessed in person or through social media behaving in a manner which contravenes the Behaviour Policy, sanctions will be put in place in accordance with the policy, according to the principal's discretion. Any member of staff who is witness to such behaviour (within the community, out of school hours), or has it reported to them, will report it to the principal. All incidents will be recorded on CPOMS. If the incidents are deemed to be bullying, they will be recorded and dealt with in accordance with the Anti-Bullying Policy.

Further sources of information

Other advice and guidance which may be read alongside this policy:

- Behaviour and Discipline in Schools. Advice for Head Teachers and school staff, February 2014.
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for Head Teachers, staff and Governing Bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, Head Teachers, school staff, Governing Bodies and proprietors of independent schools
- Education Act 1996
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010



Excellence



Equity



Empowerment



Esteem



Appendix 1

	EYFS	KS1/KS2
Labelling	“Do you feel ...?” “X feels ...” “I can see that you’re feeling ...” “You’re ... about...” “Tell me what’s wrong” “I know you feel...”	“I wonder if you’re feeling X...?” “I can see that you’re upset/ confused...” “You’re showing me that you’re feeling sad...” “I can see that you are expressing a lot of energy when you do X ...” “I can see that you’re feeling frustrated” “You’re angry about...” “I can see that something’s not quite right; can you tell me about it?”
Validating	“It’s OK to feel...” “I’m sorry you feel ...”	“I’m sorry that happened to you, you must have felt angry...” “I know if that happened to me, I would feel angry too...” “It’s OK that you feel scared about that...” “Of course you are excited about going on the school trip!” “It’s OK to feel like that...”
Limit Setting	“Stop...” “Kind...” “You will hurt yourself/X.”	“It is my job to keep you and the other children in school safe...” “It is not safe for you to do X...” “I’m worried that you will hurt yourself if you do that...” “This is not a safe place to be displaying those behaviours...” “It is OK to feel angry and scared . It is not OK to hurt others...”
Problem Solving	“What happened?” “Why did you...?”	“Can you help me understand what happened?”



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	“Tell me about it” “Are you/where does it hurt?” Shake hands - sing “we’re all friends.”	“What made you act that way?” “How were you feeling when that happened?” “When did you last feel like this?” or “Have you felt this way before?” “Let’s think of what we could have done instead” “Can you think of a different way to manage your feelings?”
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Appendix 2: Restorative Scripts

Examples of Restorative Scripts at Aughton Primary Academy	
“What happened?” “How are you feeling?” “How does X feel?” “How can we help X feel better?” “Can you use your words or show me what happened please?” “Can you use your words or show me how you felt?” “I wonder what you were thinking /feeling at the time? Can you use your words to tell me or show me?” “I wonder if you think anyone else may’ve been (identify emotion) by what happened? Can you use your words or show me please?” “If this were to happen again (give the child a clear scenario), I wonder if we could do things a little differently to help us feel less (identify emotion)? Can you use your words or show me please?” “I wonder if you could help me think about what we need to do to help put things right?	“Can you explain to me what happened please?” “I wonder how that made you feel?” “I wonder what you were thinking at the time?” “I wonder how you were feeling at the time?” “I wonder if you think anyone else may’ve been (identify emotion) by what happened?” “If this were to happen again (give the child a clear scenario), I wonder if we could do things a little differently to help us manage that emotion more successfully?” “I wonder if you could help me think about what we need to do to help put things right? What could we do or say to help?”

What could we do or say to help? Can you use your words or show me please?"	
Staff will use a range of resources to support children who may struggle to communicate their feelings e.g. zones of regulation books/ packs, communicate in print, emotions cards, social stories etc. At Aughton Primary Academy, we acknowledge that irrespective of year group, these scripts may need to be adapted further to meet the needs of the child.	

Appendix 3: Logical Consequences

Identifying Logical Consequences	
IDENTIFY Recognising the behaviour and emotion Adults acknowledge the child's feelings while clearly identifying the behaviour and the expectation.	Example language: "I can see you're feeling angry. It's okay to feel angry, but it's not okay to throw classroom resources." "Let's think together about how we can make this situation better and safer." "You're showing me you know this wasn't the right choice — what can we do to put it right?"
COACH Supporting the child to think through a logical consequence Adults guide the child to consider the impact of their actions and what needs to happen next.	Example language: "What could happen if the resources are left on the floor?" "It's important that we look after our classroom so everyone stays safe." "Where do you think the resources should be so they're ready for learning again?"
SUPPORT Reinforcing positive choices	Example language: "You've decided to put them away — that's a really responsible choice."

Adults encourage and acknowledge the child's efforts to take responsibility and make things right.	"Thank you for helping to tidy up; that's kind and respectful." "I'm proud of you for recognising that feeling angry is okay and for fixing the situation."
FUTURE Reflecting and planning ahead Adults support the child to think about how they might manage similar situations in the future.	Example language: "What could you do next time you start to feel angry?" "If this happens again, what would be the right choice?" "Who could you ask for help if you need it?"

Appendix 4:

A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home at least one every week.
- Send positive notes - at least one per week.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.