



Bude Primary Academy Infants Behaviour and Positive Relationships Policy 2024/2025

Aligned with the Department for Education's 2022 Guidance on Behaviour in Schools

'Managing behaviour should be a teaching and learning opportunity'

This policy is based on the Trauma Informed Schools UK (TIS) approach and reflects our commitment to promoting positive relationships that enable all children to Love, Learn, and Thrive. In line with the Department for Education's 2022 guidance on behaviour in schools, we view managing behaviour as an opportunity for teaching and learning. Our approach supports children in developing the skills they need to make positive choices and contribute to a safe, respectful school environment.

Policy Objectives:

- 1. Consistency in Understanding and Supporting Behaviour**
We are committed to applying a consistent approach across the school in how behaviour is understood, supported, and managed, ensuring clarity for all staff and pupils.
- 2. High Expectations for Behaviour**
Every member of the school community is expected to uphold high standards of behaviour. Together, we celebrate successes and work as a team to address behavioural challenges.
- 3. Behaviour as Communication**
We recognise that behaviour often communicates unmet needs. Our approach is to foster curiosity and compassion, creating supportive environments where behaviour is understood and addressed.
- 4. Meeting Social and Emotional Needs**
We aim to provide a school environment where children's social and emotional needs are consistently met, enabling them to engage fully in learning and thrive academically.

Core Principles

We believe children learn best within positive, trusting relationships. Behaviour management is seen as a process of teaching children how to make positive choices. Every member of our school community is expected to behave considerately toward others. We emphasise three simple, universal rules for all students:

Be Safe! Be Kind! Be ready to learn!

Recognising Positive Behaviour

Above and Beyond

We encourage students to go 'Above and Beyond' in both behaviour and academic effort. This system recognises individual achievements, with each class having an Above and Beyond board. Children earn points and certificates for exceptional behaviour or effort, which are celebrated in class.

Awards can be given at any point during the school day when staff observe behaviour or learning attitudes that deserve recognition. Teachers have discretion in how points are awarded, adapting to the unique needs of their class.

Addressing Inappropriate Behaviour



We understand that behaviour is a form of communication and should be addressed with empathy and developmental appropriateness.

For our youngest learners, we recognise that mistakes are a natural part of learning, especially as they adapt to school life and interacting with others. We approach these incidents gently, seeing them as opportunities for teaching and growth. We use **logical consequences** that make sense for young children. For example, if a child repeatedly knocks down other children's constructions in the building area, they may not be able to play in that area for the remainder of the session. This helps them understand the impact of their actions in a developmentally appropriate way.

OOPS! Charts

To support behaviour management across all age groups, we use "Oops!" charts as a gentle, age-appropriate way to signal when children are not following school rules. The process encourages children to correct their behaviour while reinforcing that school is a safe place to make mistakes and learn from them.

1. **First Warning:** The child is gently reminded of the rule they are breaking.
2. **First OOPS!:** If the behaviour continues, the child is given an OOPS! mark. If they improve their behaviour, the mark is erased, and the child is praised.
3. **Second OOPS!:** If inappropriate behaviour persists, the child is given a second OOPS! mark and will have some reflection time at the end of the session.
4. **Escalation:** If necessary, additional OOPS! marks may be given, resulting in longer reflection time. Teachers have discretion over how reflection time is applied, depending on the needs of the child and the situation.
5. **Head of School:** If a child receives five OOPS! marks in a lesson, they will be taken to the Head of School.
6. **Parental Involvement:** If a child is referred to the Head of School more than twice in a week, parents will be contacted to discuss the challenges their child is facing and work together to develop a plan for improvement.

Reflection Time

Reflection Time is an opportunity for children to think quietly about their behaviour, facilitated by their teacher, teaching assistant, or the Head of School. Once reflection time has concluded, a restorative conversation takes place, allowing the child to talk through their choices and discuss ways to make more positive decisions in the future. Restorative conversations are a crucial element of our behaviour management process and occur after every reflection period.

All reflection times are logged on our monitoring system, allowing staff to track behavioural patterns and identify potential triggers so that the necessary support can be provided.

Sanctions for Inappropriate Behaviour

Sanctions are always proportionate, focusing on restorative practices and appropriate to the age and understanding of the child.

- **Name-calling or swearing:** 5 minutes reflection time and a restorative conversation with the person involved.



- **Damage to property:** Reflection time, with an additional task such as tidying or helping to repair damage.
- **Physical harm to others:** Sanctions range from reflection time and loss of playtime for minor incidents, to more serious consequences such as exclusion for dangerous or extreme behaviour.

In the case of extreme behaviour, such as unprovoked physical or verbal aggression, the child may lose playtime privileges for an extended period. Continued unsafe behaviour may result in fixed-term or permanent exclusion, which would only be used as a last resort to maintain the safety of the child and the school community.

Exclusion

We use fixed-term exclusions only when necessary to ensure safety and to allow time for reflection and planning. Parents will be notified if a child is at risk of exclusion so that we can work together to prevent this outcome. Permanent exclusion is an absolute last resort, used only when no other option remains to ensure the safety of the child or others.

Managing Complex Behavioural Needs

Children with more complex social, emotional, or mental health needs, as well as those with special educational needs or disabilities, may require tailored behaviour plans. These plans ensure that behaviour expectations and sanctions are developmentally appropriate. For these children, a different approach may be necessary, incorporating strategies that support their individual needs.

Team Teach and Physical Intervention

For some pupils, physical support may be required to ensure their safety or that of others. Trained staff use the least intrusive methods and always begin with verbal and non-verbal de-escalation strategies. When physical intervention is necessary, it is recorded, and parents are informed. We reflect on these incidents to explore proactive strategies that can be used in the future. Further information can be found at <http://www.teamteach.co.uk/>

Parent Involvement

We value the close involvement of parents in supporting their child's behaviour and development. If a child's behaviour is of concern, we will involve parents as early as possible to work together on strategies for improvement. Our school community expects respectful communication from all adults, including parents, staff, and visitors, setting a positive example for our students.

Positive Relationships

We recognise that positive relationships, built on mutual respect, are the foundation of high-quality teaching and learning. Children are explicitly taught about relationships through restorative conversations, social stories, R-Time, PSHE lessons, TIS activities, values assemblies, and our weekly celebration assemblies.

All staff work hard to develop strong and trusting relationships with every child. Our approach is rooted in understanding each child's individual needs, building trust, and fostering a supportive environment where they feel safe, valued, and heard. This commitment to positive connections



underpins our teaching and behaviour management strategies, helping children to feel confident and motivated in their learning.

Equally important is our commitment to building positive relationships with parents and carers. We understand that strong partnerships with families are essential to supporting children's development. To achieve this, we aim to provide a welcoming environment where parents and carers feel they are an integral part of our school community. Staff are approachable and easy to talk to, ensuring that parents can access support whenever needed. Additionally, our Parent Support Advisor plays a key role in strengthening the connection between school and home, helping to further build trust and collaboration between staff, children, and families.

By working together in a respectful and supportive manner, we ensure that every child has the best opportunity to thrive both socially and academically.

Bucket Fillers and Dippers



We use the concept of "Bucket Fillers" and "Bucket Dippers" from the book *Have You Filled a Bucket Today?* to help children understand how their actions affect others. Positive behaviours (Bucket Filling) are recognised and celebrated, while negative actions (Bucket Dipping) are addressed in a way that encourages reflection and learning.

Children receive Bucket Filler certificates for behaviour that strengthens relationships, and parents are informed of this strategy through resources on our school website.

Routines and Structure

A consistent and orderly school day provides the structure children need to manage their feelings, emotions, and behaviour. All staff model expected behaviours and provide calm, structured environments where children feel supported.

Class teams ensure:

- A tidy, supportive, and stimulating learning environment.
- An organised classroom that meets children's basic needs and promotes independence.
- Predictable routines that meet academic, social, and emotional needs.
- Clear transitions between activities and well-managed break times.

Conclusion

Our Behaviour and Positive Relationships Policy is designed to foster a nurturing, consistent, and respectful environment where all children can thrive. By focusing on teaching, positive reinforcement,

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and restorative practices, we ensure that every child is supported in their social, emotional, and academic development. This policy aligns with national guidance and reflects trauma-informed practices aimed at promoting positive behaviour across our school community.