

Alderman Cogan's Church of England Primary Academy

Relationships and Positive Behaviour Policy



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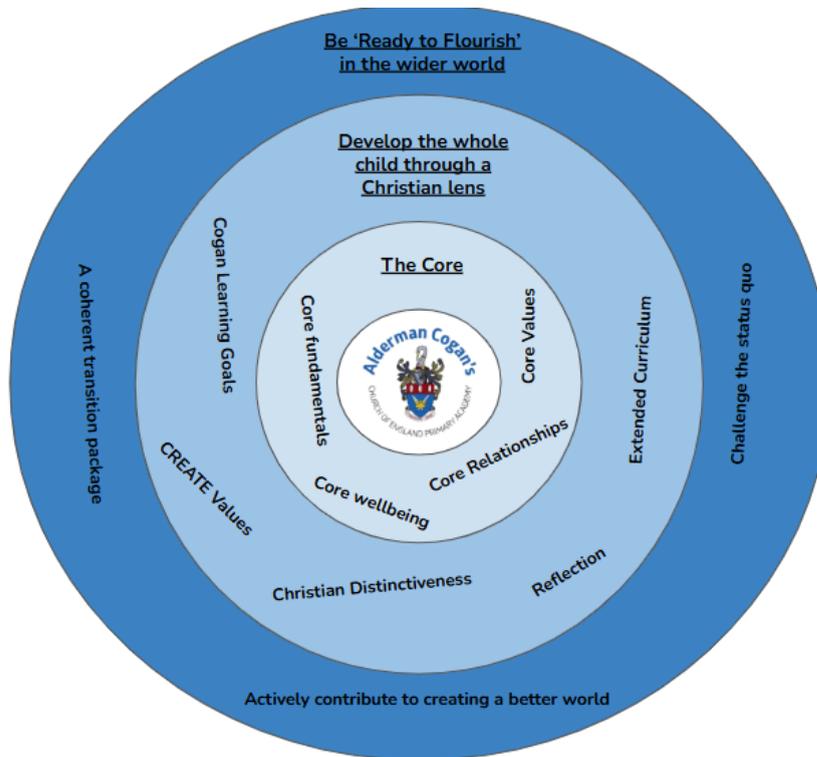
Signed:

(Head of School)

V. Wilkes (Chair of Governors)

Our Vision has three strands:

1. **The Core** - the central piece of our curriculum: skills, wellbeing, relationships and staff values.
2. **Develop the whole child through a Christian Lens** - life skills, Christian values, promoting scholarship and excellence, reflection.
3. **Be 'Ready to Flourish' in the wider world** - A coherent transition package through school and beyond, our community contributing to creating a better world, challenging the status quo and celebrating that we are all unique.



At Alderman Cogan's, we believe that positive relationships are fundamental to the wellbeing, learning, and achievement of every child. This policy outlines our commitment to fostering a nurturing and inclusive environment where all members of our school community feel safe, respected, and valued. Every child has a right to know they belong at our school, and will be given opportunities to flourish.

Rooted in our Christian values, we prioritise building strong connections and empowering our pupils to develop positive relationships using our CREATE acronym:

- Courage
- Resilience
- Empathy
- Aspiration
- Tolerance
- Empowerment

Underpinning all our interactions is a whole-school commitment to a trauma-informed approach, recognising the potential impact of adverse experiences on children's development and behaviour.

The role of our staff:

We believe that how we conduct ourselves as adults is a really powerful factor in determining how pupils behave. As adults we need to maintain a positive state in ourselves, so that we are in control of our own emotions and can manage situations well. A positive state of mind is vital, staff are supported by the leadership team in a variety of ways to ensure that this is achieved. We actively teach children about emotions and feelings through using Zones of Regulation.

Our Staff Promise prioritises **Relationships, Excellence and Opportunity** in our practice that aligns with our overarching vision:

“Together, we create opportunities for every child. We are all wonderfully made by God and loved by Him just as we are.”

Our Staff Promise:



Our vision:
“Together, we create opportunities for every child.”



We believe that it is every member of staff's responsibility to build a positive relationship with every child. Each member of staff is also aware that behaviour is a means of communication and will always encourage the children to take ownership of their behaviour and repair the situations accordingly. We take a proactive approach to prevention, ensuring that our environment is set up for the children to be successful. However, if incidents do occur, we respond with a robust system of 'Reflection' that encourages the child to take responsibility for their actions, articulate their emotions, and understand the repercussions of actions that they take. If a child is in crisis, we respond appropriately, understanding [what strategies do/ do not help a child in crisis](#).

We also provide up-to-date training to ensure staff are trauma-informed and child-centered, being 'consistently inconsistent' by understanding that every child is unique and may require different approaches that contribute to the same ethos.

Our universal offer:

- **BCE's (Benevolent Childhood Experiences):** Every child deserves to feel a deep sense of 'belonging' within our school community. We actively work to create a welcoming and inclusive atmosphere where everyone feels valued and accepted, understanding that a sense of safety and connection is crucial for children who may have experienced trauma. The need to bring BCE's (Benevolent Childhood Experiences) to the lives of our pupils is paramount. This is obtained through connection, school trips and memorable learning experiences.
- **Celebrating Individuality:** We recognise and celebrate the unique qualities and achievements of each child. **'Amazing Me' books** are used as a tool to improve self-esteem and celebrate achievements, fostering a positive self-image and a sense of pride, which is particularly important for children building resilience.
- **Connection over Correction:** We believe that building strong relationships is key to supporting positive behaviour. We prioritise 'connection' over 'correction', seeking to understand and address the underlying needs of our pupils, recognising that challenging behaviour can often be a communication of unmet needs related to past experiences.
- **Positive Transitions:** When a change of staff interaction is necessary, staff will use **positive language to hand over**, ensuring a smooth and supportive transition for the child, which can be particularly helpful for children who may find changes unsettling.
- **Self-Regulation:** We empower children to understand and manage their emotions effectively through the use of **Zones of Regulation**, providing them with strategies to self-regulate in a way that acknowledges their individual emotional responses and potential triggers.
- **Reflection area:** Our school library doubles up as a reflection space for pupils to pray, reflect, regulate or repair in difficult situations.
- **Pupil Voice and Ownership:** Each class creates a **Pupil Promise** which reflects the high expectations we have for our pupils. These are intrinsically linked to our school values. Pupils have agency in creating this promise with their class teacher, fostering a sense of ownership and responsibility within a safe and predictable framework.
- **Restorative Approach:** When negative choices are made, we value restorative repair, focusing on understanding the impact of actions and finding ways to make amends. We utilise "**time in**" rather than "**time out**" to support children in reflecting and learning within a supportive environment, promoting inclusion and connection, and avoiding practices that may re-trigger feelings of isolation or abandonment.
- **Positive Reinforcement:** We are committed to "**catch pupils in**" demonstrating positive behaviours and attitudes, rather than solely focusing on "**catch pupils out**" when things go wrong. We actively acknowledge and celebrate positive choices, building trust and security. Pupils may be celebrated by receiving a "Shout out" slip to take home
- **Joy time:** We believe that **every child** deserves to feel joy in their lives. Quite often, the children who lack elements of joy in their lives communicate their needs by displaying negative behaviours. Therefore, we do not find 'Golden Time' fit for purpose.

Our Additional Offer - The Hive

The Hive is a space where children develop foundational skills with high quality teaching. During afternoons, children who are lacking in social skills, speech and language difficulties, character education or emotional regulation are given additional intervention to develop in their respective areas of need. We understand that many behaviours seen at the school derive from a lack of confidence in certain areas or subjects.

The role of our parents/ carers:

Parents and carers are crucial in helping to uphold the high expectations of behaviour at Alderman Cogan's. We work together with parents to ensure that our ethos and expectations are followed to ensure successful, well-rounded pupils leave our school.

We use the platform 'Arbor' to celebrate the successes of their child and communicate any concerns surrounding behaviour that occur within a school day. Communication is key to enable staff to support their child in school and if there are any circumstances that affect children's behaviour, parents will make contact with their child's class teacher or other key staff so that parents and the school can work together to support the child.

For further information, please refer to our [Parent Code of Conduct](#).

Pupils

The school has high expectations of pupils' conduct and behaviour to help create a calm and safe environment in which bullying, physical threats, abuse and intimidation are not tolerated. Every member of our school community deserves to be treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with swiftly and effectively. For more information, please refer to our [Anti-Bullying Policy](#).

Pupils are expected to:

- Arrive on time (between 8:30am and 8:45am) prepared to learn
- Wear the correct and appropriate uniform at all times
- Hand all mobile devices into the office before arriving at school and collect them at the end of the day
- Follow the expectations of staff and other pupils in and around school
- Use 'The Power of Three' to stop the task and demonstrate a readiness to listen
- Engaging in lessons showing our Voice21 Talk Tactics

Communication with staff is essential and if a pupil is struggling and needs support, they should speak to their teacher or a member of staff to see how the school can help.

Reflection

There are four stages to Reflection that aligns with the severity of an incident:

1. Partner Class, then back to their own class at the end of the lesson
2. Phase Leader, then back to their own class at the end of the session
3. Behaviour Lead or member of the Senior Leadership Team, internal isolation
4. Head of School or Deputy Headteacher, internal isolation or fixed term suspension

An adult needs to take a child with their work to the partner class, which is the other class within the year group. For any stage of Reflection that a child receives, parents must be notified using the codes (R1, R2 etc)

Upon returning to their class team (for R1 and R2), a 'Reflection Form' must be completed. All sheets are kept by class teachers and at the end of the week they will be reviewed by the Barriers Team

who have a strategic overview of behaviour. They should be used in conversations with teachers, parents/carers, SLT (Senior Leadership Team) or the relevant external agencies.

For incidents where protected characteristics of the Equalities act are breached, records should immediately be reviewed to see if there have been previous incidents from the same child. If it is the first occasion, a restorative conversation should be used to teach the child and help the child reflect. This should be logged on Arbor. Where there have been repeated instances, it should be referred to a member of SLT.

If a child leaves class, a staff member should follow them and encourage the child to return. If there isn't an adult available, a member of SLT or the Behaviour Lead should be notified.

When relevant, we believe that using our list of [texts linked to our Christian Values](#) enables the pupils to reflect inwardly on their actions by using examples from the books to gain perspective. Reflection is a tool to repair their relationships and respond positively in the future.

Arbor

Alderman Cogan's CE Primary Academy prides itself on celebrating effort and achievement and recognising good behaviour. Great progress which has been achieved through demonstrating our CREATE values is rewarded regularly through our communication platform, Arbor. All pupils, parents and staff can access information throughout the day. It is incredibly powerful, ensures joint accountability and most importantly, that rewards can be recognised in an open and transparent way, allowing all to congratulate pupils for their hard work and efforts through awarding positives.

The flip side of positive reinforcement is when pupils do not make the right choices and a negative may be recorded. We are very clear with staff that positives are much more powerful than negatives and seek to ensure that the balance of these remains over ten times more positives than negatives where at all possible. There are variations in this balance from pupil to pupil and there are many who only receive positives and never a negative, but as a school we strive to recognise where excellent effort or achievement have been shown.

Praise

We aim to communicate with parents via Arbor or through "Shout out" slips with positive feedback for exemplary behaviour. We also recognise positive behaviour in our weekly 'Praise Worships'. We do this by awarding a 'Learner of the Week' on a weekly basis, and our 'Christian Value Achiever' awards reward consistent positive behaviour and showcasing our CREATE values over the course of a half term. All children start aiming for the Bronze Award, progressing all the way to 'Platinum'. Children effectively have 6 half terms to attain the 4 awards, giving children the opportunity to turn around less than positive behaviour.

The class team that has shown outstanding work and contribution towards our CREATE values over the week receive the 'Class of the Week' trophy, as well as a special table cloth to eat together the following Monday. Each class of the week receives £2 towards their 'Joy Time' fund to purchase new games/ equipment.

Consequences - Our consequence system is tiered towards the severity and continuity of the incident(s) that occur:

	<u>Type of behaviour</u>	<u>Consequence</u>	<u>Impact</u>
R1	<ul style="list-style-type: none"> ● Low-level disruption ● Minor playground issues ● Moving around the school in an incorrect manner ● Incorrect uniform or wearing jewellery 	Reflection 1 - Class Teacher <ul style="list-style-type: none"> ● Polite reminder from staff about expectations ● Apology issued to those affected ● Direction towards pupil promise and school values ● Arbor message to parents (if repeated reminders are given) ● Confiscation of jewellery 	<ul style="list-style-type: none"> ● Children are made aware of their behaviour and the impact it has on their learning and others ● Children are directed towards fixing that behaviour to enable learning to take place
R2	<ul style="list-style-type: none"> ● Repeated disruption ● Initial defiance ● Unkind words/ language ● Minor physical contact ● Damage to property ● Instigator of negative incident ● Threatening act 	Reflection 2 - Phase Leader <ul style="list-style-type: none"> ● Directed to the reflection area in the appropriate phase classroom to complete work ● A verbal or written apology to the affected party ● Parents contacted via Arbor ● Repair with class teacher 	<ul style="list-style-type: none"> ● Instigator to fix/ make amends to move past the situation and take ownership ● Parents/ Carers to discuss behaviour with children at home ● A fresh start once the consequence has been completed ● Follow-up check in with a member of staff to maintain a positive reaction from previous behaviour
R3	<ul style="list-style-type: none"> ● Persistent behaviour/ defiance ● Serious incidents ● Harm against another pupil or staff member 	Reflection 3 - Behaviour Lead <ul style="list-style-type: none"> ● Immediate removal from class ● Time wasted is repaid after exclusion ● Formal restorative conference with Behaviour Lead/ SLT and class teacher ● Discussion with Barriers team over next steps ● Complete wellbeing values pack ● Phone call home from class teacher 	<ul style="list-style-type: none"> ● Child and parent/ carer are aware of the behaviours and a solution is worked on collaboratively ● Child has the opportunity to reflect on their actions ● Reintegration plan with class teacher ● Behaviour Lead will follow up after the consequence to ensure a positive reintegration
R4	<ul style="list-style-type: none"> ● Major behaviour incidents ● Culmination of persistent or serious incidents ● Sexualised Language ● Racial discrimination ● Discriminatory language ● Violent act (fighting) 	Reflection 4 - SLT <ul style="list-style-type: none"> ● Internal exclusion with the Leadership Team if applicable ● Parent/ carer conference with Senior Leadership ● Support around the child plan ● Involvement with external agencies (if appropriate) ● Phone call home from Senior Leadership team ● Possible fixed term suspension 	<ul style="list-style-type: none"> ● Child will receive targeted support to correct behaviour ● Relationships with the affected parties are to be repaired

Trips and Experiences

Trips and experiences play a large role in shaping the education of our pupils. It is our intention for all pupils to experience curricular enrichment and experiences.

However, there may be occasions when it is not possible for a child to attend an off-site visit due to:

- Risk factors around the safety of themselves, other pupils, staff members or the wider community
- Internal or external exclusion on days of/ around the trip
- Repeated and consistent defiance over time
- Risk of damage to public property

Use of reasonable force

The school is committed to maintaining a calm and safe environment, and physical intervention is always considered a last resort. Members of staff have a legal power to use reasonable force only when absolutely necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. "Reasonable" means using no more force than is needed in the circumstances. Any physical intervention must be proportionate, used for the shortest time possible, and conducted with the child's dignity and well-being in mind. All incidents involving the use of force must be formally recorded, and parents/carers will be informed on the same day.

Key Principles for Implementation:

- To ensure this paragraph translates into safe practice, consider these supporting points:
- De-escalation First: Use verbal instructions, diversion, and dynamic risk assessment before any physical contact.
- The Law: Under the Education and Inspections Act 2006, staff have a statutory power to use force, provided it is "reasonable."

Post-Incident Support: Following any use of force, both the pupil and the staff member should receive "debrief" support to repair the relationship and identify triggers.

Discipline beyond the school grounds

Pupils are encouraged to carry out our school values when travelling to and from the school, as well as on school trips. Whenever the child is wearing our school uniform, they are expected to represent the school correctly. Pupils must not be involved in behaviour that could adversely affect the reputation of the Alderman Cogan's. If this is the case, sanctions can be issued and poor behaviour should be challenged by all stakeholders.

Where negative incidents occur when a pupil is travelling to and from the school, Alderman Cogan's reserves the right to issue a consequence, internal exclusion or suspension. Particularly in relation to violent conduct (e.g. physical assault or bullying incidents) the full tiered consequence system will apply.

Parents/ carers are an extension of our school team and an integral part of our community. They are encouraged to report negative behaviours witnessed to the school office and demonstrate the behaviours that we encourage in our school values. If there are any breaches of our [Parent/ Carer Code of Conduct](#) relating to a negative incident. The Senior Leadership team will follow the policy relating to the breach.

Summary

This policy is a living document and will be reviewed regularly to ensure it continues to reflect our commitment to fostering positive relationships at Alderman Cogan's Church of England Primary Academy, guided by a consistent and compassionate relationships- centered approach across all aspects of school life. We believe that by working together with an understanding of potential trauma, we can create a school where every child feels safe, secure, and able to flourish.