



Altrincham CE

Aided Primary School

Altrincham CE Primary School Primary School

Behaviour and Relationships Policy 2025-26

Our Vision:

At Altrincham CE Primary, we are rooted in the love of Christ, nurturing each pupil's unique gifts and potential.

Together, we grow strong in faith and character, bearing fruit in our community as we learn, support one another, and blossom into the best version of ourselves.

Grow strong and bear fruit

Our Values:



Policy information and Review

Named individuals with designated responsibility

Academic Year	Designated Lead Person(s)
2025-26	Sam Halliwell, Sam Thompson, Sue Watkins

Policy creation date

Creation date	Changes made to previous policy	By whom
October 2025	Policy created following consultation with staff, pupil voice, research of other local schools' policies. QA conducted with Trafford LA	Sam Thompson

Ratification by Governing Body

Academic year	Date of ratification	Safeguarding Governor	Chair of Governors
2025-26	18.03.26 - FGB	Olivia Tattum	James Chillman

ACE Governing Body Statement of Behaviour Principles¹

We require the Acting Executive Headteacher and Acting Head of School of ACE to determine a Behaviour and Relationships policy with a view to:

- promoting, among pupils, self-discipline and proper regard for authority
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- securing that the standard of behaviour of pupils is acceptable
- securing that pupils complete any tasks reasonably assigned to them in connection with their education
- regulating the conduct of pupils

We are satisfied that this policy meets those aims.

¹ From Education and Inspections Act 2006 Section 89 (2)

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Overview

Our ACE Christian values underpin all aspects of school life, including behaviour.

We are committed to providing an inclusive, nurturing, safe and joyful environment for all adults and children so that, in line with the Church of England's Vision for Education, all members of our school community live life in abundance.

Our expectations of children's behaviour are unapologetically high, but these expectations are met with a high level of support for them to be achieved.

Key principles underpinning this policy

Colossians 3:12-14

*Clothe yourselves with compassion, kindness, humility, gentleness and patience...
And over all these virtues put on **love**, which binds them all together in perfect unity*

1. The creation and maintenance of positive relationships are crucial in order for adults and children to flourish at ACE.
2. School should be a calm, safe, dignified, purposeful and predictable place for adults and children.
3. Behaviour is always a form of communication and when we see poor behaviour, we are curious not furious; we connect before we correct.
4. Good behaviour is taught not caught, and it is taught through explicit teaching and practising of routines and transitions, adult modelling and through robust reinforcement of high expectations.
5. All adults in school deserve equal respect and children must be taught this and held to account when they show disrespect.
6. We treat children as we wish to be treated - with kindness, respect, positivity and fairness.
7. We explain our behaviour expectations to children, so they understand the reasons for them (The Why).
8. We respond to the behaviour; we do not condemn the child.
9. The Senior Leadership Team of the school is actively involved in promoting and supporting positive routines and good behaviour at ACE and will intervene to support staff in the event of repeated or serious behaviour issues.
10. Lunchtimes, playtimes and less structured lessons present important social opportunities for children and should be positive, whilst the same high expectations of behaviour are maintained.

Aims of this policy and of our Behaviour & Relationships practice at ACE

Proverbs 22:6

*Start children off on the way they should go,
and even when they are old, they will not turn from it*

- To ensure a shared understanding of our high expectations of behaviour at ACE in every aspect of school life, in line with our vision and values.
- To place explicit value on the building of trusting and respectful relationships, where children, adults and families work together to solve problems within a framework of mutual respect and forgiveness.
- To indicate how we teach children to gain emotional literacy and to increasingly take ownership of their behaviour, developing empathy with others and becoming more self-disciplined
- To indicate how we teach children how to articulate their thoughts, emotions and feelings using Zones of Regulation
- To create a culture where children feel heard and know that school is done 'with' not 'to' them.
- To promote a consistent, fair and equitable framework for responding to children's behaviour, using restorative approaches.
- To explain how we prepare children for life beyond ACE, as responsible, rights respecting individuals.
- To indicate how we teach children that their actions have consequences and to indicate what consequences may apply when our behaviour expectations are not met.
- To create a wholly inclusive and welcoming community, where differences are celebrated, bullying of any kind is not tolerated and is swiftly addressed, and where children are supported by emotionally available adults.
- To empower our children to stand up for their rights and those of others, to be truthful, and to show courageous advocacy in their words and actions

Proactive Positivity and Belonging

Psalm 103:8

The Lord is compassionate and gracious, slow to anger, abounding in love

At ACE, we take a proactive approach to promoting positive behaviour by building safe and trusting relationships, so that all children and families know that they are valued and welcomed at ACE: they **belong**.

ACE staff know our children and families. Where we sense a change in a child's mood, behaviour or attainment, or where there is a change in the child's punctuality/attendance, we will take the time to speak to the child and/or their family. Our aim is that every child, no matter how long they have been at ACE, feels seen, heard and valued, and that families feel supported.

We teach children the skills they will need to form successful relationships as they mature. Children are encouraged to take ownership of their own behaviour, to empathise with others, and to see different perspectives. In many cases, children need time to process situations in order to be able to reflect upon and learn from them. We give them time, to achieve optimal outcomes.

Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
RUNNING SLOW	GOOD TO GO	CAUTION	STOP
Bored Sad Sick Tired Moving slow	Feel okay Happy Calm Focused Ready to learn	Silly Loss of some control Frustrated Worried	Mad Angry Terrified Out of Control Mean
			
TOOLBOX	I KNOW I AM HERE BECAUSE...	TOOLBOX	TOOLBOX
Splash your face Have a snack Get some fresh air Think about your favourite things Listen to music Tell a joke/ pull a funny face	I feel calm I am happy and settled I am ready to learn I am making the most of the opportunities around me I am achieving my best	Take deep breaths Read a book Mindful colouring Talk to someone you trust	Count to 10 Read a book Walk away Exercise Think about calm things Draw or write it down

At ACE, we want to encourage excellent mental health and wellbeing in all of our children. We use the Zones of Regulation as an emotional literacy tool, to give children the language they need to express their emotions and to understand those of others.

Zones of Regulation is an evidence-informed and child-friendly approach to teaching and talking about emotions, with an emphasis on children learning to recognise their own and others feelings, having the words to describe them, and the strategies and tools needed to self-regulate.

Zones of Regulation teaches children that all feelings are ok, but all reactions are not, and gives them the tools to recognise, verbalise and respond to their own emotions.

Zones of Regulation language is the language we use when talking to children about emotions and behaviour. When they are dysregulated, these are the terms we will reference to help them settle and be in control.

This co-regulation support means that over time, our children become more attuned to their own feelings and responses, and become more aware and understanding of the feelings and responses of others.

ACE Behaviour Expectations

Hebrews 10:24

Let us consider how we may spur one another on toward love and good deeds

Expectations in classrooms - Class Charter:

- At the beginning of each school year, every class will work collaboratively to create a Class Charter, which sets out the shared expectations for conduct, class norms and routines.
- This Class Charter will be used as the basis for restorative discussions when expected behaviour has not been met.
- The Class Charter will include specific details about calm and safe entering and exiting the classroom, routines for transitions, and how children and adults behave within the class.
- In all classrooms, children can get a drink and go to the toilet on request (within reason).

The Why: so that there is fairness and equity in the classroom; so that all children know they are listened to and have a voice in how their classroom operates; so that all children can learn and the teachers can teach in a calm, safe, dignified and productive environment.

Expectations on corridors:

- Children are expected to walk quietly around the buildings; this should be explicitly taught by class teachers and reinforced by all staff.
- When moving as a whole class - for example, to the hall - the class should have a line order which is understood by all and rehearsed. The line order should change if it is not supporting good behaviour.
- When whole classes are moving in a line, the line should be single file and silent.
- The child at the front should hold doors open and then join the back of the line.

The Why: so that school is calm and orderly; so that everyone is safe when moving around; so that the learning of others is protected; so that children are set up for success by being given the opportunity to make the right choices.

Expectations in Worship:

- Children enter Worship silently and leave silently.
- Children should be seated for Worship in their line order and should sit up, with good posture.
- Children sitting on chairs or benches should sit still, upright and sensibly. If they do not, they will be moved to sit on the floor.
- Monday is whole school Worship and all children should attend; similarly, all children should attend Friday VIP worship.
- Staff will be directed to stay in Worship or to perform other duties. Those who stay in Worship will actively monitor behaviour.

The Why: to reflect the fact that as a Church of England school, collective worship is incredibly important to us and must be respected; to ensure that all benefit from the power of calm and stillness and from reflection time.

Expectations in the Lunch Hall:

- Lunchtime is a positive, social experience, and children should be warmly welcomed.
- Lunchtime prayers will be said in classrooms before lunch, not in the hall.
- There are always a minimum of 2 members of staff in the hall to supervise children.
- Children should speak in indoor voices in the dining hall.
- When called to lunch, children should line up in their usual line order quietly and safely, being aware of the constant flow of people around them, following staff instructions.
- Children eating a school lunch are supported to make sensible choices.
- Good table manners are reinforced by lunchtime staff.
- Older children help service by clearing their own trays and cups.
- Food waste should be kept to a minimum.
- When children have finished eating, they should sit sensibly and safely.

The Why: too much noise is triggering and distressing for many children; lining up and walking sensibly is safer; good manners when eating are a life skill; helping to clear and tidy up are acts of service in line with our Christian values; not sitting sensibly is unsafe.

Expectations in Church

- Children walk to church sensibly and quietly, respecting members of the public.
- Children enter church silently and sit in their usual line order.
- Children listen attentively and do not talk during the service unless asked to do so.
- Class teachers and support staff actively monitor and correct behaviour if appropriate.

The Why: to respect the act of worship and the right of other children and adults to participate fully, without interruption or distraction.

Expectations on the Playground

Playtime is an extension of the classroom; it gives the opportunity for children to be active, to learn new skills, to engage with each other and to have a sense of belonging.

It is also often where the children learn to develop problem solving and conflict resolution skills.

Children's ACE Playtime Charter:

- Safe at all times
- Mindful of our words and actions
- Include everyone
- Love and respect our environment
- Enjoy and have fun!

Inclusion at playtime and at lunchtime:

Some children find outside play overwhelming and require a quieter, different approach to social interaction. We offer supported lunchtime groups where children can eat quietly and/or enjoy structured activities, supported by a member of staff. This positive interaction allows children to explore resources with peers, to reduce anxieties, and support de-escalation strategies in a safe, structured and shared space. Children are then able to make a smoother and positive transition back into class, ready to access learning.

Playtime Duty Staff Responsibilities:

There are always a minimum of 2 staff on duty, supervising and encouraging positive, active play for all children.

- Staff should assess which outside space is appropriate and safe to use and direct children there - for example, one member of staff on the field and one on the playground (*note: children are never allowed in Forest School at playtime or lunchtime unless specific circumstances apply – for example, the child has 1:2:1 support*).
- When the field is dry and safe, children should be allowed to use it at lunch play, with expectations of where they can and cannot go made clear to them.
- Children may play football on the field. If conflict occurs, then play will be paused whilst resolution is sought.
- Children must not play football on the playground, or other invasion games with a high risk of injury; it is not safe.
- Staff should encourage vulnerable and SEN children to engage in activities and support social interaction.
- Staff should ensure the availability of playground equipment.
- Staff should support children who are hurt or upset and ensure class teachers are aware of any significant issues.
- Children are not permitted to enter school unsupervised during play/lunchtime apart from to go to the toilet or as directed by staff.
- If conflict has occurred, the staff on duty should facilitate a restorative discussion (see Appendix 3), ensuring that all involved have a voice.
- Serious incidents or conflict should be logged on CPOMs and the class teacher or member of SLT informed.
- ACE first aid protocols should be followed at all times.
- At the end of playtime or lunchtime, a whistle will blow to indicate that it is time to stow equipment. A second whistle will blow a minute later to indicate lining up. Class teachers will collect children promptly and lead them back to the classrooms in a designated line order, silently, following expected behaviours.
- Staff should never give children keys to store cupboards or combinations to locks.

Inclusion

Isaiah 58:10

If you dedicate yourself to others, then your light will rise in the darkness

At ACE, our children have a range of needs and life experiences which mean that our behaviour expectations will not always be appropriate or understood. Children with vulnerabilities which may include SEND, being disadvantaged, being new to the school, being absent from school and being known to children's social care sometimes find it harder to conform to and follow the same systems and achieve the same outcomes as their peers.

We are a wholly inclusive school. It is therefore important to have a flexible approach so all our children feel they belong, are engaged and connected, and that we create an environment that is proactive rather than reactive, in order to manage and reduce moments of crisis.

We work closely with parents to ensure a consistent approach between home and school and listen to the views of the child at every step.

Some children may have Behaviour Support Plans and/or RAMPS (Reduced Anxiety Management Plans). These contain specific information regarding triggers that may affect pupils' ability to make expected behaviour choices and signs of escalation in behaviour.

Equity not Equality

As a wholly inclusive school, we recognise that not everyone starts from the same place and not everyone has the same needs.

Therefore, when deciding appropriate consequences, it is important to understand the difference between Equality and Equity.

Equity is giving everyone what they need to be successful. Equality is treating everyone the same.

Our aim is to promote fairness and equality but with an understanding of the child's needs, age, social, emotional or mental health issues.

This means some children will require additional support in addressing specific behaviours. In this case, these children will have bespoke positive behaviour plans and different consequences to their peers in order to motivate positive behaviour.

Pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When a child's behaviour does not meet our expectations, we will consider this in relation to a pupil's SEND, whilst recognising that not every negative choice will be connected to their SEND and that we have a base standard of behaviour where targeted abuse and dangerous behaviour will always be met with an appropriate response.

Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis. As part of meeting our legal duties, our school will anticipate, as far as possible, all likely triggers of our behaviour expectations not being met, and put in place strategies to prevent these from occurring. We use RAMPS (reduced anxiety management plans) and BSPs (behaviour support plans) where appropriate, which detail adjustments and provision for individual children.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned. These may include movement breaks, seating arrangements or a separate quiet space when there is sensory overload. These measures will be recorded on the child's SEND documentation.

A small number of our children access their learning through a bespoke curriculum which may include sensory breaks, targeted interventions and individualised behaviour plans that have been agreed in consultation with the SENDCo and/or external professionals. They may also utilise different resources than their peers and have different arrangements for playtime and lunchtime. These resources, activities and arrangements are a part of an individualised learning support plan, are need-based and are not rewards.

Responding to Behaviour

Rewards & Consequences

It is crucial that children are taught and learn that actions and choices have consequences, both good and bad.

Our aim is to create norms of positive behaviour, to minimise the need for consequences for behaviours which do not meet the expectations described above.

Rewards:

- We ensure that all children feel noticed and valued - we greet them at the door; we get the welcome right.
- We narrate and celebrate behaviour which meets ACE expectations.
- We praise often and with sincerity and warmth.
- We have a shared understanding that the most powerful praise is timely, personal, specific and verbal.
- We recognise that other motivating reinforcers of behaviour are non-verbal cues (eg. thumbs up), stampers and values stickers in books or given to children, sharing good examples of work, highlighting groups who have settled and are ready to learn and narrating examples of school values being met.
- Instead of focussing on the children who are not meeting our expectations, we direct attention to those who are, and praise them, because all children respond to praise when they see it is attainable.
- Class teachers are free to use their own motivational systems within their classrooms, which may be developed in conjunction with pupil voice. These could include table points, marble jars, stickers, cushions, punch lunch etc.
- Any class rewards must be available to **all** children and this equitable access should be made clear to them to avoid perceptions of unfairness.
- The Senior Leadership Team welcomes visits from children who have produced wonderful work or demonstrated our school values.
- VIP Worships recognise children who have excelled in living our ACE vision and values that week.
- We send texts home to recognise excellent work or behaviour (new system being trialled Spring 2026)

Hierarchy of Response to Unexpected Behaviours:

	Response: Inside	Response: Outside
Low level eg. shouting out, talking over peers or adults, not following instructions during play, littering, telling lies	Verbal warning; reminder of the required behaviour; quiet, personal reminder to reflect and correct; offer of time out in Calm Corner/Zen Zone/Regulation Station/Sanctuary.	Verbal warning; reminder of the required behaviour; quiet, personal reminder to reflect and correct; recommendation to take a minute to reflect.
Mid-level (or repeated) eg. disrupting teaching and learning, disrespectful to adults, unsafe play, inappropriate use of toilets	As above plus restorative conversation at the end of the lesson, meaning some playtime will be lost. Incident may be recorded on CPOMs.	Short time out to reflect (age-dependent but minimum 5 minutes, standing with supervising adult). Incident may be recorded on CPOMs.
High level (or repeated) eg. hurting another child or adult deliberately, bullying, racist incident, significant disruption to teaching and learning; damage to school property	Referral to member of Senior Leadership Team to complete reflection documentation. Parents may be involved. Behaviour to be recorded on CPOMs. A Behaviour Support Plan (or RAMP) and/or targetted PSHE work may be needed.	Move inside; referral to member of Senior Leadership Team to complete reflection documentation. Change of face if required. Parents may be involved. Behaviour to be recorded on CPOMs. A Behaviour Support Plan (BSP or RAMP) and/or targetted PSHE work may be needed.

E-safety & Online Behaviour:

Children must follow safe online behaviour at all times; they are taught to do this in Computing and PHSE lessons.

- They must not share personal information such as their full name, home address, school details, phone number, or passwords.
- They must not communicate with strangers online or accept friend requests, messages, or game invitations from people they do not know in real life.
- They should not click on unknown links, pop-ups, or downloads, as these may be unsafe.
- They must not post or share photos or videos of themselves or others without permission.
- Children should not use unkind, rude, or hurtful language online and must report any content that makes them feel worried, unsafe, or uncomfortable to a trusted adult immediately.
- Cyberbullying and online 'roasting' allegations will be taken seriously and fully investigated by the Senior Leadership team.

Our filtering and monitoring software will identify any inappropriate online (or offline) behaviour when children are using school technology.

ACE staff are trained in when to treat online behaviour as a safeguarding concern and will follow our safeguarding policy and procedure by immediately notifying one of the DSLs or DDSLs and recording the incident on CPOMs.

Bullying, Harassment and Child-on-Child Abuse:

Matthew 7:12

So in everything, do to others what you would have them do to you

Bullying is behaviour which is repeated and intentional. It is not 'children being children' 'banter' or 'just a joke'.

Bullying of any sort will not be tolerated at ACE. We deal with bullying accusations extremely seriously and thoroughly investigate all cases of alleged bullying.

Through our PSHE curriculum children at ACE are taught to recognise acceptable and unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and advocate for their needs, or seek appropriate help from a trusted adult. Children are taught, age-appropriately, how to report and recognise emotional, physical and sexual abuse, including peer on peer abuse and harassment.

We do everything in our power to ensure that all children come to school free from fear and intimidation. If you or your child has any concerns relating to bullying or harassment, please contact your child's class teacher in the first instance.

As stated above, ACE staff are trained in when to treat bullying, harassing and child-on-child behaviour as safeguarding concerns and will follow our safeguarding policy and procedure by immediately notifying one of the DSLs or DDSLs and recording the incident on CPOMs.

Restorative Approach:

Proverbs 15:1

A gentle answer turns away wrath, but a harsh word stirs up anger

At ACE, we use a restorative approach that offers a positive way of managing behavioural issues.

Punitive measures of consequence do not help children to understand the impact their actions have had on others. They teach children to behave well simply to avoid a sanction or earn a reward, rather than to care about themselves and others.

A restorative approach means that behaviour incidents are seen as a 'teachable moment'. Children can hear and observe the impact of their actions directly from those who have experienced it. It gives all parties a voice and the chance to be heard.

What is the restorative process?

Those affected are invited to have dialogue around the following questions:

- What has happened?
- What were you thinking and feeling?
- How are you feeling now?
- How has your behaviour impacted others?
- How has your behaviour impacted you?
- What do you need to do to move forward positively?
- How can we repair damage caused?

The importance of repair and restorative actions:

Galatians 6:2

Carry each other's burdens, and in this way you will fulfill the law of Christ

Meaningful repair happens best when children are regulated and are ready to contribute to discussions about how to move forward positively. This means that restorative discussions may not always occur immediately, as children may need some quiet time for reflection and calming, before being ready to engage in discussion. Once it is felt a discussion is appropriate, children are supported to reflect on what could have been done differently, should they find themselves in a similar situation in the future. They will discuss the best way to move forward, and are involved in decisions about what repair actions may be necessary.

The aim is to reach an agreed outcome where the people affected are satisfied, and where the child displaying the unexpected behaviours is given the opportunity to correct or make up for their unexpected action. Where the unexpected action has caused a direct loss or negative impact on an individual or property, the repair may involve a restorative action/consequence.

Some repairs may involve an act of service to the school community. For example, a child who has damaged school displays might give up some of their free time to create a new one.

Repairs and consequences will consider any SEND need and will be proportionate to the unexpected behaviours shown.

Logical Consequences:

In the event that our high expectations of behaviour are not met, children will always be asked to reflect upon their unexpected behaviour and if appropriate, to repair relationships and/or damage. If a child has hurt another person, they will always be expected to apologise.

Additionally, consequences may be appropriate. Consequences must always be proportionate and appropriate.

Consequences will take the form of:

- Letter/picture and/or verbal apology
- Time out
- Supervised reflection
- Conversation and reflection work with a member of the Senior Leadership Team
- Repair of equipment/environment, as a positive act of service
- Complete outstanding work in their own time - playtime or lunchtime
- Conversation with families
- Reduced or alternative playtime where play with peers is demonstrably unsafe
- Report card
- Loss of privilege, including trips, residentials & representing the school in sport
- Suspension/exclusion

Fresh Start:

Children must see every day as an opportunity to do things differently. They need to understand that they are forgiven and to forgive themselves.

Ephesians 4:32

Be kind and tender-hearted to one another, and forgive one another, as God has forgiven you through Christ

Team Teach:

A number of our staff are trained in Team Teach; this is an approach to positive behaviour management which involves distraction, diversion and de-escalation as preventative strategies when a child is at serious risk of hurting themselves or others, or damaging property.

In very rare situations, where these strategies have not worked, trained members of staff may use reasonable force or make physical contact with the child. These actions would only be taken when it is necessary, reasonable and proportionate to do so. Formal records are kept of such incidents including information about the time and place of the incident, the technique used, pupil voice, witness statements and parental communication thereafter. Post-incident reviews would be held between the member of staff involved and a member of SLT.

Suspensions & Exclusions:

Suspensions and exclusions are extremely rare at ACE and are a last resort response to behaviour management. However, in cases where there is persistent disruptive behaviour, a serious breach of the behaviour policy, or if allowing the pupil to stay in school would seriously harm the education or welfare of that child or others in the school, the Executive Headteacher can, following consultation with the Behaviour team at Trafford LA, make the decision to suspend, in conjunction with the SLT (and if appropriate, the SEND team).

Suspensions only occur where other actions are deemed inappropriate or have proved ineffective. Suspensions will be for the shortest time necessary and are not a punishment for the child, but an opportunity for the school to adjust and adapt the environment to make it safe for children and adults. Suspensions will be followed by a full reintegration plan, including meeting with parents and the child, a RAMP and BSP if necessary, to support the child to successfully return to school.

The decision to exclude permanently is a serious one and would only be undertaken as a final step in a process where all other strategies have been tried without success and following extensive consultation with external professionals and the family of the child.

All adults involved at the time of suspension or exclusion will have submitted written records of incident(s) on CPOMs so that the suspension/exclusion is fully documented; this includes internal exclusions. In all cases parents will be contacted, and governors as necessary.

Recording Behaviour Incidents

Serious behaviour incidents are recorded using CPOMs, under the name of the (alleged) perpetrator, not the victim. All children involved in an incident are tagged in that incident. Relevant staff members are automatically alerted to incidents for monitoring and/or for action(s) to be taken. All staff have CPOMs access.

CPOMs are written as follows:

- Explain what happened, when it happened, where it happened and who was involved
- Document facts and not opinions
- Use voice of the child as much as possible
- If actions are required, underneath the account, an ACTIONS section should be added

Not every behaviour incident needs to be recorded on CPOMs. Minor, non-physical conflict can be responded to using restorative practice. Thresholds for a behaviour incident to be logged on CPOMs:

- Physical harm to child or adult
- Racist, homophobic, transphobic, sexist or other prejudice-related incident
- Damage to property
- Threatening language

- Sexualised behaviour or language
- Safeguarding

Reporting of Behaviour Data

A termly report is prepared by the Acting Head of School for the FGB detailing number and type of behaviour incidents, locations, times of day, protected-characteristic incidents, exclusions, attendance/vulnerability links, any identified trends and the school response in terms of parental involvement, targets and/or interventions.

Behaviour is a standing item in weekly SLT meetings.

Behaviour Expectations Beyond ACE

1 Timothy 4:12

*Don't let anyone look down on you because you are young,
but set an example in speech, in conduct, in love, in faith*

School Trips

We expect our children to behave as well as they would in school when they are on a trip or residential.

Poor behaviour which occurs anywhere off the school site and is witnessed by a staff member or reported to the school will receive the same response as it would on the school premises.

Beginning and end of the School Day

Our gates open just before 8.50am in the morning.

We encourage children to walk, cycle or scooter to school, but where children are using bicycles or scooters, they must be pushed through school grounds, not ridden.

We ask that children do not play on school play equipment before or after school, to minimise the risk of accidents.

At the end of the day, we ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground.

Gates are locked at the end of the school day in order to keep children safe at after school clubs.

When walking home independently, we expect children to respect our neighbours and local community by behaving respectfully. We take reports of behaviour which does not meet our expectations outside school very seriously, and we will hold children to account for it.

Only Year 5/6 children with permission are allowed to walk home by themselves. If families wish their child(ren) to walk home, then we require written consent -

altrinchance.admin@trafford.gov.uk.

Site staff and members of the Senior Leadership Team are on the playground and at the rear gate to ensure safety and build relationships as children and families enter and leave school. Any child who is not collected from school by the time the gates close is taken to the school office will join Ark Club (a charge will apply) until their adult arrives.

John 13:34-35

*A new command I give you: Love one another.
As I have loved you, so you must love one another.
By this, everyone will know that you are my disciples.*

Appendix 1

Roles & Responsibilities

Children

Children are responsible for:

- Respecting all members of staff equally and speaking to all staff with respect
- Knowing and living our school values: courage, dignity, thankfulness and koinonia
- Demonstrating positive behaviour in school and beyond
- Being ambassadors for ACE when on trips and when meeting visitors
- Taking responsibility for their actions and participating in the restorative justice process
- Using school technology safely and responsibly

Parents

Parents are responsible for:

- Encouraging their child to live our school values and meet our behaviour expectations
- Informing the school of any changes in circumstances that may affect the way their child presents in school
- Setting their child up for success by ensuring that their child arrives punctually to school, wearing smart uniform and with the correct equipment
- Discussing any behavioural concerns with the class teacher promptly
- Attending parent meetings and reviews where appropriate
- Reading and agreeing with our ACE Working in Partnership/Home School Agreement, which is sent to all families at the start of each academic year
- Accepting that their child is capable of making mistakes and supporting ACE in helping their child to improve their behaviour if required
- Considering their own conduct and ensuring it falls in line with that expected of our children, displaying our values of dignity and koinonia

Staff

Staff are responsible for:

- Actively building positive relationships with children and speaking to them respectfully
- Never responding in a disproportionate way to a situation
- Shouting only when absolutely necessary to keep a child safe
- Ensuring safe learning and/or play, in line with their role
- Implementing this behaviour and relationships policy consistently
- Modelling positive behaviour in their interactions with children
- Using Zones of Regulation language to support children in understanding and articulating their feelings
- Using diversion, distraction and deescalation strategies to support pupils who are struggling to regulate
- Facilitating restorative discussions and repair when unexpected behaviour has occurred
- Recording behaviour incidents on CPOMS, where appropriate
- Ensuring that parents are informed of any significant behaviour incidents, either directly or by ensuring that class teachers/SLT are informed
- Providing a personalised approach to the specific needs of individual children, identifying environments and situations that may trigger unexpected behaviours and taking active steps to mitigate the risk of unexpected behaviour

Our staff have training on:

- Zones of Regulation
- Restorative Practice
- Team Teach
- CPOMs
- ACE Behaviour & Relationships Policy
- ACE Safeguarding Policy

Our staff have all signed our Staff Code of Conduct & Acceptable Use Policy, which detail our ACE expectations of professional conduct.

The Senior Leadership Team

- The Senior Leadership team will be highly visible and responsive to both positive and negative behaviour, to support staff.
- The Senior Leadership team will complete reflection and/or restorative work with children where appropriate, and will contact parents and arrange meetings if needed.
- The Senior Leadership team is responsible for ensuring that all new and supply staff understand ACE's approach to positive, relational behaviour management.
- The Senior Leadership team is responsible for monitoring the effectiveness of this policy and making changes if it is failing to meet the needs of staff or children.

The Executive Head Teacher

The Executive Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the aims and objectives of the school's behaviour policy. The Executive Head Teacher will also approve this policy.

The Executive Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The Governing Body

The Governing Body is responsible for reviewing and approving the aims and objectives of the school's behaviour policy and their application.

The Governing Body will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

Appendix 2

Legislation & Legal Requirements

This policy is based on guidance from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) Code of Practice.

The school has used model guidance from The Key for School Leaders approved by Forbes Solicitors.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policies

Appendix 3

Items causing conflict:

- **Money:** Children should not bring money into school. If children need money for after school activities, it needs to be placed in a sealed container and kept in their bag.
- **Items from home:** Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children may also bring in items for show and tell. Any other items, including sports equipment, are not allowed in school, unless by prior agreement with the SEND and/or Senior Leadership Teams.
- **Mobile Phones:** if brought to school, must be left in the office at the start of the day and collected at the end. Children found with a mobile phone in their possession during the day will have it confiscated, kept in the office, and their parents involved, as this is a safeguarding breach. Their phone will be returned to them at the end of the day. If there is a repeat occurrence, we will request that parents come to collect the phone, during school hours.
- **Jewellery:** Only small stud earrings are allowed in school. Necklaces and chains are not permitted unless worn for religious reasons and agreed with a member of the Senior Leadership Team. Smart watches are not permitted. This is for safety as well as practical reasons and reduces the risk of accidents. If children take earrings out for PE rather than covering them, then it is their responsibility to look after them. The school accepts no liability for loss or damage to jewellery worn by children.

Confiscation of prohibited items

Any prohibited items, which should reasonably not be in the possession of children, will be confiscated (this would include alcohol, drugs or weapons).

If we suspect that a child is in possession of a prohibited item, we will contact their parents immediately and ask for them to come to school.

In the rare likelihood that we needed to search a child, we would do this in line with the DfE's latest guidance on searching, screening and confiscation:

[Searching, Screening and Confiscation](#)

Our search procedure would always include:

- Notifying parents and asking them to attend school
- Minimum of 2 members of staff present, at least 1 DSL/DDSL as a witness
- Same sex consideration
- Search details recorded on CPOMs
- Items stored in locked cupboard in school office
- Nature of items retrieved would dictate whether those items are returned, destroyed or passed on

Appendix 4: Sample Reflection Sheet (for completion with SLT if appropriate)

KS1

Reflecting on my behaviour

Name _____ Date _____

What happened first?

How did it make you feel?

What could you have done instead?

 walk	 ask for help	 10 deep breaths
 take space	 sip water	 quiet space

What did you do and who did it affect?

KS2

Reflecting on my behaviour

Name _____ Date _____

What were you doing to begin with?

How were you feeling?

Which tools from your toolbox could you have used?

What did you do and who did it affect?

Which zone were you in?

What do you need to do to make this right?

Appendix 5: Sample Report Card/Behaviour Support Plan

Targets: 1) XX 2) XX								
	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Lesson 5	SLT sign & comment
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Review of the week	Pupil:			Senior Leader:		Parent/Carer:		

ACE Behaviour Policy for Children

At ACE, we want everyone to feel safe, happy, respected and ready to learn.

Our school values — Courage, Dignity, Thankfulness and Koinonia — help us do this every day.



We want everyone to live life in abundance 😊 ✨

Our ACE Behaviour Expectations

★ Be Kind and Respectful

- Treat others how you want to be treated.
- Speak politely to all adults and children.
- Include others and use kind words on the playground.

★ Be Ready to Learn

- Walk calmly and quietly around school.
 - Follow your Class Charter.
- Listen carefully in lessons, Worship and Church.

★ Be Safe

- Use equipment properly.
 - Play safely and fairly.
- Use technology sensibly and never share personal information.

★ Understand your emotions

- All feelings are OK, but not all actions are.
- Tell an adult how you feel so they can help you get back to the Green Zone.

What Happens When Things Go Wrong?

At ACE, we learn and grow from our mistakes.

Adults will always be curious, not furious.

They help us calm down before they help us fix a problem.

Good Choices = Good Consequences ✨

- Praise and kind words
- Stickers, certificates, class rewards
- Showing your work to Mrs Thompson
- Texts home to celebrate

Unexpected Choices = Fixing and Repairing 🛠️

Adults will help you think about:

- What happened
- How people felt
- What you can do to put it right

Consequences may include:

- A calm reminder
- Time to reflect
- A restorative chat
- Missing a small part of playtime
- Repairing damage or saying sorry
- Adults talking with your family
- Losing a privilege (like representing the school in sport or going on a trip)
- Very rarely: suspension from school

Every day is a fresh start. We are always given another chance.

Bullying 🚫

Bullying is not banter, teasing, or “just a joke.”

If someone is being mean on purpose and repeatedly, tell an adult straight away.

Bullying is never allowed at ACE.

Around School and Beyond

Wherever you are — classrooms, corridors, Worship, lunch hall, church or trips — you are an ACE ambassador. Our behaviour expectations still apply wherever you go.

Appendix 7: Induction Checklist/Script for Volunteers & Visitors

Expectations of Adults at ACE

- We narrate the behaviour we want to see, not that which we don't.
For example:
Well done to those of you who have stopped talking
Thank you to those children who walked sensibly into worship today
- We do not publicly humiliate and reprimand children. We create the opportunity for quiet, respectful correction.
- We divert and deescalate
For example:
Let's go for a walk around the field.
You must be thirsty – shall we fill your water bottle?
- We validate the strength of feeling as we don't want the child to feel shame for having emotions. We can learn a lot from emotions. It's the actions that need to change.
For example:
It makes sense that you're upset right now because you really wanted to be on x team not y team, and it's hard to not get what you want sometimes.
- We do not argue with children. We have a respectful conversation with them, when they are ready. We give them time to be ready.
- We seek a change of face if what we are doing and/or saying is not working.