



Positive Relationships Policy

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Contents

1. Our Academy Aims.....	3
1.1. The Excellence we are Committed to.....	3
1.2. Our Culture is Positive.....	3
1.3. The Importance of Partnership.....	4
2. Our Core Values.....	4
2.1. Our Core Values are the Foundation of our Positive Relationships Policy.....	4
2.2. Our Positive Relationships Policy is Underpinned by our Values	4
2.3. Our Commitment to Upholding our Core Values	5
3.0) Legislation & Guidance.....	11
4.0) Positive Relationships.....	11
5.0) Bullying.....	13



5.1. Creating Positive Relationships	14
6.0) Roles and Responsibilities.....	14
6.1. The Local Academy Board	14
6.2. The Principal	14
6.3. Teachers and Staff	15
6.4. Parents and Carers	16
6.5. Pupils	16
7.0) Positive Behaviour Strategies.....	16
7.1. General Expectations	17
7.2. In the Classroom	17
7.3. Transitions and Exits.....	18
7.4. Valuables.....	19
7.5. Safeguarding.....	19
8.0) Responding to Positive Behaviour.....	18
8.1. Pupil Rewards.....	20
9.0) Responding to Misbehaviour	20
9.1. Suspensions	24
9.1.1. Reintegration back into Academy following a suspension	25
9.2. Permanent Exclusions	25
9.3. Safe Spaces and Reasonable Force	27
9.4. Confiscation and Searches	29
9.4.1. Confiscation	29
9.4.2. Searching a Pupil	29
9.4.3 Informing the Designated Safeguarding Lead (DSL)	30
9.4.4. Informing Parents	30
9.5. Off-site Misbehaviour	30
9.6. Online Misbehaviour.....	31
9.7. Suspected Criminal Behaviour	31
9.8. Sexual Harassment and Sexual Violence.....	31
9.10. Malicious Allegations	32
Appendix A: Behaviour Expectations – Supporting Pupils to Live the RSR Values.....	30
Appendix B: Positive Behaviour - Praise, Rewards and Consequences – The NBA Way.....	38



1.0) Our Academy Aims

‘Together we are... Resilient, Safe and Respectful learners’

1.1) The Excellence we are Committed to

Nigel Bowes Academy is a specialist SEMH provision committed to enabling every pupil to thrive—socially, emotionally, and academically. We create a nurturing, inclusive and high expectation environment where pupils are resilient, safe and respectful members of a community that value connection, regulation, and growth.

We believe that positive relationships drive positive outcomes. We place emotional safety and developmental understanding at the heart of our practice. Through consistent modelling of respectful behaviour, explicitly taught social-emotional learning, and the use of evidence-based frameworks such as Thrive, PACE, Zones of Regulation, and restorative approaches, pupils develop the confidence, regulation skills and self-belief needed to succeed—both in learning and in life.

We recognise that education is a right and a shared responsibility. Every pupil has the right to access a learning environment that meets their individual needs and celebrates their uniqueness. With this right comes a shared responsibility: from staff, families, and wider professionals, to work in partnership, championing each child’s journey.

By living and breathing our core values—Resilient, Safe, Respectful—we empower our pupils to overcome barriers, embrace learning, and contribute positively to their school and wider community. Our vision is for every child to feel known, understood, and supported—so they are equipped not just to succeed academically, but to flourish socially and emotionally in the world beyond school.

1.2) Our Culture is Positive

Our culture is rooted in clear expectations, strong role modelling, and consistent relational support. At Nigel Bowes, we create a safe, structured, and nurturing learning environment where pupils are guided to understand and value resilience, safety, and respect. These values underpin our vision of developing emotionally literate, confident, and responsible citizens.

We embed evidence-based approaches in behaviour and emotional development, including the Thrive Approach and restorative practices, to foster secure relationships and a strong sense of belonging, ensuring our work remains child-centred, inclusive, and rooted in mutual



respect. Positive relationships are actively promoted through regular recognition of pupils' efforts, progress, and contributions to their school community.

Praise, encouragement, and celebration play a vital role in helping pupils build self-esteem and feel emotionally secure. Alongside this, clear boundaries and fair, relational responses support pupils to understand the impact of their actions and develop personal responsibility in a safe and supported way.

We know that pupils thrive when expectations are high, predictable, and clearly communicated. Our whole-school commitment to relational practice means all staff consistently model our values, set high standards, and guide pupils toward making positive, pro-social choices.

1.3) The Importance of Partnership

At Nigel Bowes Academy, strong partnerships with families and carers are essential to nurturing our positive culture and supporting pupils' social, emotional, and behavioural development. We work collaboratively with families to ensure a shared understanding that behaviour is a form of communication and that approaches like nurture principles, Thrive, PACE, and Zones of Regulation are consistently applied both at school and at home.

Open, trusting, and respectful communication with parents and carers allows us to provide consistent messages about expectations, praise positive behaviours, and work together on restorative approaches that repair harm and support learning. Families are involved in reflection and restorative conversations where appropriate, creating continuity between home and school.

Our partnership ethos extends to working with external agencies and professionals to address pupils' wider SEMH and SEND needs. Through these collaborative networks, we ensure that pupils receive holistic support tailored to their individual contexts, promoting their wellbeing and success.

We understand that pupils thrive best when their families feel engaged and valued. Regular updates, sharing positive news such as daily mentions of exemplary behaviour, and involving families in behaviour support plans help foster this sense of partnership.

Finally, our partnerships focus on the whole child, recognising the importance of wellbeing, transitions, and family circumstances. This holistic approach enables us to tailor our positive culture and strategies effectively, ensuring all pupils can develop as resilient, safe, and respectful learners.

2.0) Our Core Values

2.1) Our Core Values are the Foundation of our Positive Relationships Policy

We are committed to cultivating a courageous, innovative and excellent learning community. Our pupils are empowered to develop as resilient, safe and respectful citizens.

2.2) Our Positive Relationships Policy is Underpinned by our Values

Our values create the environment where students can build the mindset, skills and determination needed to lead and inspire positive change in the world.



- **Courageous** – we foster confidence, grit and integrity: encouraging students to take risks, stand up for their beliefs, persevere through challenges.
- **Innovative** – we embrace creativity, critical thinking, and new ideas to springboard progress and enhance learning.
- **Excellent** – we set high standards in academics, character, and personal growth: inspiring dedication, hard work, and continuous improvement.

Through these values, we create a learning environment where students develop the mindset, skills, and determination to build meaningful relationships, contributing to a positive, respectful, and thriving school culture.

At Nigel Bowes Academy, our values underpin these trust-wide commitments and reflect the specific needs of our pupils:

- **Resilient** – we never give up. We support one another to overcome barriers, face challenges with courage, and celebrate every step of progress.
- **Safe** – we create calm, predictable and trusting environments where everyone feels emotionally and physically safe to learn and grow.
- **Respectful** – we treat ourselves, each other and our community with kindness and empathy. We listen, we reflect, and we repair.

Our shared values of Resilient, Safe, and Respectful (RSR) underpin everything we do. These values were co-created in 2017 through meaningful collaboration between pupils, staff, and stakeholders to define the essential traits that support success in school and life.

The RSR values are explicitly taught, modelled, and reinforced across all aspects of academy life—from curriculum to classroom routines, rewards to restorative conversations and behaviour expectations. They are woven into our language, relationships, and decision-making processes.

We recognise that children are not born with these values; they must be nurtured through trusting relationships, clear boundaries, and consistent teaching. Every interaction is an opportunity to support a child's personal development. As such, all staff have a professional responsibility to teach and reinforce these values at every opportunity—both planned and unplanned. Together, these values guide our relational approach to education, ensuring every child is known, supported, and given the best possible chance to succeed.

Please refer to RSR guidance for staff document.

2.3) Our Commitment to Upholding our Core Values

Our stakeholders play a vital role in upholding our core values of Courage, Innovation, and Excellence, ensuring that our relationships remain strong, respectful, and forward-thinking:

- **Courage** – Stakeholders are encouraged to engage in open and honest communication, addressing challenges with integrity and standing up for ethical practices in all interactions.
- **Innovative** – We expect stakeholders to embrace new ideas, collaborate on creative solutions, and contribute to a culture of continuous improvement that benefits all parties.
- **Excellent** – By striving for the highest standards in their roles, stakeholders demonstrate professionalism, accountability, and a shared commitment to achieving the best possible outcomes.



‘Through mutual respect and dedication to these values, we foster a culture where trust, progress, and positive relationships thrive.’

Courageous			
STAFF...	PUPILS...	SENIOR LEADERSHIP TEAM...	PARENTS...
Demonstrate courage by modelling respectful and positive behaviour in all interactions with pupils.	Take responsibility for their actions, even when it's difficult, and make amends where needed.	Lead by example, showing courage in promoting and modelling positive behaviour, particularly in challenging situations.	Encourage and reinforce positive behaviour at home, helping children to take responsibility for their actions.
Encourage pupils to speak up and take action when they witness bullying or inappropriate behaviour.	Stand up for themselves and others when they encounter injustice, showing bravery in advocating for what is right.	Provide clear guidelines and expectations for positive behaviour, consistently reinforcing courageous actions through school-wide initiatives.	Support the school's positive behaviour strategy by encouraging children to speak up and act when they see something wrong.
Support pupils in taking responsibility for their actions, helping them learn from mistakes and grow.	Demonstrate resilience when faced with setbacks, learning from mistakes without giving up.	Provide opportunities for pupils to build courage through restorative practices and character education programs.	Reinforce the importance of learning from mistakes and embracing challenges at home, helping children grow in their social and emotional development.



Model courage by addressing behavioural issues proactively, engaging in restorative conversations when necessary.	Have the courage to admit when they are wrong and engage in restorative practices to repair any harm caused.	Ensure consistent and fair application of behavioural policies, using courage to support pupils in overcoming behavioural challenges.	Collaborate with the school to reinforce courageous behaviours, ensuring consistency between home and school expectations.
Provide opportunities for pupils to demonstrate courage by engaging in new experiences and challenges (e.g., group work, public speaking).	Be open to trying new experiences and stepping outside of their comfort zone, even if they might make mistakes.	Celebrate courageous actions and behaviours that demonstrate personal growth and positive decision making.	Support and encourage their children to take on challenges, reinforcing the school's values of courage and positive behaviour.
Foster a culture of positive behaviour by providing feedback that encourages courage and resilience in students.	Show courage by persevering in difficult tasks and exhibiting positive behaviour even in tough situations.	Create a school culture where courageous behaviour is celebrated and where pupils feel safe to express themselves.	Actively support the development of courageous and positive behaviour, acknowledging and praising it at home.
Innovation			
STAFF...	PUPILS...	SENIOR LEADERSHIP TEAM...	PARENTS...
Model innovative teaching methods and creative	Demonstrate curiosity by exploring new	Lead by example by promoting innovative teaching practices and	Encourage and support children's creativity and innovation at home, reinforcing the



problem-solving in lessons.	ideas and learning from diverse sources.	supporting the implementation of new ideas.	value of thinking outside the box.
Encourage pupils to think critically and develop solutions to problems in a creative way.	Show initiative in proposing new ideas, engaging in problem solving, and thinking critically about challenges.	Provide professional development opportunities to staff that foster innovative teaching and behavioural approaches.	Support the school's efforts to promote creativity and innovation, encouraging children to apply these principles at home.
Support pupils in experimenting with new approaches to learning and behaviour, rewarding risk-taking in a safe environment.	Take responsibility for their learning and actions, exploring innovative ways to solve problems or improve their behaviour.	Provide a safe and supportive environment where pupils and staff feel confident to experiment with new methods.	Reinforce the value of innovation and calculated risk-taking at home by praising creative solutions and positive risk-taking.
Foster a growth mindset by celebrating innovative ideas and encouraging continuous learning and improvement.	Show resilience in adapting to new approaches or changes in the learning environment, demonstrating flexibility and creativity.	Create a school culture where innovation is celebrated, and where new ideas are nurtured and tested.	Encourage children to embrace challenges at home, viewing them as opportunities for growth and innovation.
Promote collaboration among staff to develop innovative solutions to support positive behaviour and pupil engagement.	Collaborate with peers to create innovative projects or initiatives that promote positive behaviour and learning outcomes.	Develop and implement school-wide initiatives that encourage innovation, positive behaviour, and pupil involvement.	Support collaborative activities and school initiatives that encourage children to innovate and be proactive in their learning.



Use technology and digital tools creatively to enhance learning	Use technology and digital tools creatively to support their learning and express	Lead by integrating innovative technological solutions to enhance	Encourage their children to use technology responsibly and creatively,
experiences and behavioural interventions.	innovative solutions to challenges.	both teaching and behavioural support systems.	fostering an environment where innovation can thrive.
Excellence			
STAFF...	STUDENTS...	SENIOR LEADERSHIP TEAM...	PARENTS...
Model excellence in their own behaviour and interactions, setting a high standard for pupils.	Strive for excellence in all aspects of learning, showing dedication and effort in their work and relationships.	Communicate the expectation of excellence in all areas to staff, pupils, and parents.	Model excellence in their actions and interactions with staff and children, showing integrity and respect.
Encourage pupils to set high standards for themselves, both academically and socially, and to take pride in their work.	Aim for personal excellence in all aspects of their school life, from academic achievement to interpersonal relationships.	Reinforce the importance of excellence by celebrating successes and fostering a culture of continuous improvement.	Support their child in striving for excellence in both their academic and personal development.
Provide tailored support to help pupils reach their full potential and achieve excellence.	Show resilience and determination in striving for excellence, even when faced with difficulties.	Ensure that all staff are provided with the resources and support to maintain high standards and model excellence in their own work.	Encourage their child to consistently strive for excellence, acknowledging their efforts and progress.



Celebrate pupils' achievements and excellence in all areas, reinforcing the value of hard work and dedication.	Take pride in their work and relationships, seeking to improve and contribute positively to the school environment.	Create opportunities for pupils to excel by providing a variety of challenging, engaging experiences.	Actively participate in their child's education, encouraging them to aim for excellence in all they do.
Provide constructive feedback that helps pupils improve and reach their highest potential.	Accept feedback and use it to enhance their work and relationships, continuously striving for better outcomes.	Lead by example, demonstrating excellence in leadership, decision making, and relationships with staff, pupils, and families.	Foster a growth mindset in their child by encouraging the pursuit of excellence and learning from setbacks.
Design lessons that challenge pupils and allow them to demonstrate excellence in a variety of ways.	Seek out opportunities for personal growth, both in academics and extracurricular activities.	Ensure that systems are in place to track and celebrate pupils' achievements and encourage a culture of excellence.	Support their child's engagement in activities that promote excellence, including extracurricular opportunities.
Create a classroom environment that promotes excellence, where pupils feel motivated to achieve their best.	Build positive relationships with peers and staff, ensuring that excellence extends beyond academic work to interpersonal connections.	Recognise and celebrate excellence at every level, reinforcing its importance within the school culture.	Help their child balance excellence in academic work with healthy social relationships and extracurricular involvement.
Use feedback to foster a mindset of excellence and help pupils continuously improve and grow.	Engage in both academic and extracurricular activities with a focus on achieving their personal best.	Track the school's progress in fostering excellence, offering additional support when needed to help pupils succeed.	Encourage their child to pursue excellence in all aspects of life, from schoolwork to relationships and extracurricular activities.



Promote a collaborative environment where pupils support each other in their pursuit of excellence.	Demonstrate leadership in their classroom by setting high expectations and modelling excellence in behaviour.	Ensure that the school is continuously improving by reviewing policies and practices that promote excellence in all areas.	Reinforce the importance of striving for excellence through praise, support, and constructive feedback.
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3.0) Legislation & Guidance

This policy is created in line with guidance from the Department for Education. It provides advice to the Principal and staff on developing the academy's positive relationship policy and explains the powers members of staff have. The purpose of this document is to provide an overview of the powers and duties for staff. This positive relationship policy document has been created in consultation with a staff and parents working party and also through consultation with pupils.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Academies: advice for Principals and Academy staff 2022](#)
- [Searching, screening and confiscation: advice for Academies 2022](#)
- [The Equality Act 2010](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [DfE \(2026\) 'Restrictive interventions, including the use of reasonable force, in schools'](#)
- [Supporting students with medical conditions at Academy](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent Academy Standards\) Regulations 2014](#); paragraph 7 outlines a Academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the Academy to have a written behaviour policy and paragraph 10 requires the Academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and antibullying strategy
- Appendix A: NBA expectations document (The NBA Way)
- Appendix B: NBA Positive Behaviour - Praise, Rewards and Consequences – The NBA Way

4.0) Positive Relationships

Our Positive Relationship policy is a whole-school, relational framework designed to promote emotional safety, strong connections, and high expectations for behaviour, wellbeing, and



learning. At Nigel Bowes Academy, we have intentionally evolved away from traditional behaviourist models towards a relational, trauma-informed, and regulation-based approach. We prioritise connection before correction, ensuring pupils are emotionally ready before addressing behaviour.

Our approach is underpinned by:

- a. Positive relational motivators – strategies that nurture connection, trust, and motivation (including praise, recognition, sensory regulation, movement, choice, relational rewards, and restorative dialogue). These help pupils feel safe, valued, and connected.
- b. Protective relational consequences – responses that maintain boundaries and promote repair, used thoughtfully and proportionately to help pupils understand the impact of their behaviour (including restorative conversations and relational repair).

At Nigel Bowes Academy, staff:

- Use both positive relational motivators and protective consequences, matched to the individual pupil's developmental and emotional needs.
- Emphasise positive motivators far more frequently, understanding the neuroscience of praise, safety, and co-regulation.
- Intentionally build trusting, attuned relationships with pupils, families, and each other.
- Focus on regulation in the short term and repair and development in the long term.
- Support pupils to move from dysregulation to regulation through co-regulation and relational safety before reflection, learning or repair.

Our Positive Relationships Policy provides:

- A clear set of shared expectations and relational standards (see Appendix A – The Nigel Bowes Way).
- A positive, personalised system of pupil recognition, motivation, and celebration (see Appendix B).

Misbehaviour at Nigel Bowes Academy is understood as a form of communication, often linked to unmet needs or emotional dysregulation. It includes any behaviour that significantly disrupts learning, relationships, or emotional safety, such as:

- Dysregulation that impacts others' ability to learn or feel safe
- Verbal or physical dysregulation in classrooms, corridors, or social spaces
- Refusal to engage with adult support or co-regulation
- Persistent unsafe or unkind behaviour towards others

Serious incidents involve repeated or significant breaches of relational and safety expectations, including:

- Bullying (including online)
- Any form of sexualised behaviour or harassment
- Physical aggression or fighting



- Vandalism or theft
- Use or possession of smoking or vaping products
- Racist, sexist, homophobic, or discriminatory language or actions
- Possession of prohibited items, including:
 - Weapons or items used to threaten
 - Alcohol or illegal drugs
 - Stolen property
 - Fireworks or dangerous materials
 - Pornographic or harmful sexual images
 - Any item staff reasonably suspect may be used to cause harm to people, property, or emotional wellbeing

Where serious misbehaviour occurs, staff respond in line with our graduated response system and safeguarding policy, always prioritising the emotional safety of all pupils involved.

5.0) Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing



Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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5.1) Creating Positive Relationships

All members of the academy should be treated and treat others fairly, honestly and with kindness. The purpose of this relationship policy is to ensure that the conduct of all members of the school community is consistent with the values and ethos of the school. We recognise that strong and positive relationships between pupils/staff/parents are at the heart of positive pupil behaviour. We therefore strive to create a culture of positive behaviour for learning at Nigel Bowes Academy.

6.0) Roles and Responsibilities

6.1) The Local Academy Board

The Local Academy Board is responsible for monitoring this Positive Relationships policy's effectiveness and holding the Principal to account for its implementation.

6.2) The Principal

The Principal is responsible for:

- Reviewing and approving this Positive Relationships policy
- Ensuring that the Academy environment encourages positive behaviour throughout
- Ensuring that staff deal effectively with misbehaviour
- Monitoring how staff implement this policy to ensure rewards outweigh sanctions and are applied consistently to all groups of pupils
- Ensuring that all staff understand the Expectations (NBA's Way) and the importance of using them as a scaffold to ensure positive discipline
- Providing new staff with a clear induction into the Academy's positive behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully through a positive rewards system
- Offering appropriate training in positive behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

6.3) Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils



- Establishing and maintaining clear boundaries, through the use of our Expectations (NBA Way), of acceptable student behaviour
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected positive behaviour and positive relationships and rewarding these
- Providing a personalised approach to the specific behavioural needs of particular pupils e.g. SEND
- Considering their own behaviour on the Academy culture and how they can uphold Academy rules and Expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the Academy's Expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4) Parents and Carers

Parents and carers, where possible, should:

- Get to know the Academy's Expectation, Rewards and Staged Behaviour documents and reinforce them at home where appropriate
- Support their child in adhering to the above documents
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Inclusion, Safeguarding and Pastoral team members
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the Academy directly, whilst continuing to work in partnership with the Academy
- Take part in the life of the Academy and its culture

The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the Academy's policy, and working in collaboration with them to tackle behavioural issues.

6.5) Pupils

At Nigel Bowes Academy, we believe pupils thrive when they feel safe, connected and understood. As part of their transition and ongoing support, all pupils are helped to understand:

- The Nigel Bowes Way – Appendix A
The relational rewards, recognition and regulation strategies we use to support pupils who are meeting expectations – Appendix B
- The graduated response (see Appendix B) we follow when behaviour becomes unsafe, unkind or disruptive, and how staff will support them to regulate, repair and reflect.
- The pastoral and regulation-based support available, including trusted adults, sensory breaks, Regulation Kit Bags, Green Room support, and Thrive sessions.



- That learning about relationships, regulation, and social responsibility is an ongoing part of our Curriculum for Life, which includes PSHE, RE, assemblies, Thrive lessons, Zones of Regulation, and restorative practice.

Pupils at Nigel Bowes Academy are expected to:

- Take increasing responsibility for their own behaviour, regulation and choices – with adult support as needed.
- Share concerns about their own or others' behaviour with a trusted adult, so that everyone can feel safe and supported.

7.0) Positive Behaviour Strategies

At Nigel Bowes Academy, pupils are taught, supported, and empowered to understand what positive behaviour looks like and how to regulate themselves in a safe and respectful learning community. All staff work proactively to help pupils develop the social and emotional skills needed to form strong relationships and engage positively in school life.

7.1) General Expectations

Pupils are expected to:

- Be kind, respectful and safe in all interactions with others, including peers, staff, and visitors.
- Follow the school's Code of Conduct and demonstrate our shared values: Resilient, Safe and Respectful (RSR).
- Understand and use their Zones of Regulation Toolbox to help manage their emotions appropriately.
- Be ready to engage in learning by participating in regulation routines, following instructions, and using the support available to them.
- Take care of the school environment and property.
- Take pride in their appearance and wear the correct uniform (or agreed variation) as outlined in our Uniform Policy.
- Travel to and from school in a respectful and safe way that reflects our school values.
- Eat and drink only in appropriate areas and look after shared spaces by tidying up and using bins responsibly.
- Work towards personal goals and school rewards through consistent positive choices.
- Respect boundaries around personal space and behave in a way that keeps everyone emotionally and physically safe.

These expectations are taught, modelled and embedded throughout the school day in all interactions and relationships.

7.2) In the Classroom

Classrooms are carefully structured and set up to promote calm, safety, and predictability for all pupils. Staff:



- Consider the physical layout, visuals, and resources to support positive engagement.
- Use clear, consistent routines to reduce anxiety and support transitions.
- Plan seating thoughtfully to minimise conflict and maximise connection.
- Position themselves in the classroom in a way that maintains strong awareness of pupils' needs and behaviours.

Pupils are supported to:

- Arrive calmly, with support where needed to regulate before learning begins.
- Settle into the lesson with established routines and regulation check-ins.
- Use their personalised regulation tools and communicate if they need support.
- Respect each other's learning and make safe, kind and respectful choices.

7.3) Transitions and Exits

Staff manage transitions in a calm, relational and consistent manner, ensuring pupils know what is expected and receive regulation support if needed.

Pupils are encouraged to:

- Move transition between lessons calmly and respectfully.
- Follow clear routines when entering or leaving classrooms, supported by adult cues.
- Respond to adult direction with respect and trust, even when dysregulated.
- Engage in regulation support (e.g. movement breaks, adult check-ins) if transitions are challenging.

Staff use a range of evidence-based strategies to maintain a positive classroom environment and support emotional regulation, including:

- The PACE approach (Playfulness, Acceptance, Curiosity and Empathy)
- Zones of Regulation language and tools
- Praise and recognition linked directly to the RSR values
- De-escalation strategies designed to reduce anxiety and promote emotional safety

Our approach to pupil behaviour is rooted in understanding, connection, and high expectations, recognising that every behaviour is a form of communication. Through consistent modelling, structured support and strong relationships, pupils are supported to thrive, learn and grow.

7.4) Valuables

- Valuables should not be left unattended at any time.
- Mobile phones/smart watches are brought to the academy at your own risk.
- Confiscated valuables will be stored in a secure location to be collected at the end of the school day.



7.5) Safeguarding

- The Academy is committed to ensuring the safety and well-being of all pupils. If there are any concerns that a pupil may need additional support or protection, the Academy will take appropriate action in line with its Child Protection and Safeguarding Policy. This may involve offering pastoral support, early help interventions, or making a referral to children's social care.
- For more details, please refer to the Academy's Child Protection and Safeguarding Policy.

8.0) Responding to Positive Behaviour

At Nigel Bowes Academy, we believe that positive behaviour grows from positive relationships. Our relational, trauma-informed approach recognises that behaviour is a form of communication, and that children learn to behave safely and respectfully through consistent, trusting, and emotionally attuned relationships with adults.

We do not view positive behaviour as something to be demanded or rewarded transactionally. Instead, we create the conditions for it to grow by prioritising connection, co-regulation, and consistency—every day, in every interaction.

We know that strong, attuned relationships between staff, pupils and families are the foundation for emotional growth, learning and resilience. Our staff work proactively to:

- Build trust and emotional safety
- Model emotional regulation and respectful communication
- Teach and reinforce social and emotional skills
- Maintain high expectations, with compassion

Pupils are explicitly taught how to:

- Build relationships rooted in trust, respect and empathy
- Understand and regulate their emotions using the Zones of Regulation
- Demonstrate our school values: Resilient, Safe, Respectful (RSR)
- Repair relationships when things go wrong using restorative approaches

Positive behaviour is taught, modelled, and embedded across the curriculum and daily routines. This includes:

- PSHE and personal development sessions
- Restorative conversations and reflection
- Relational language used consistently by all staff
- Opportunities for connection, contribution, and celebration

8.1 Pupil Rewards

At Nigel Bowes Academy, we believe that positive behaviour grows from strong, trusting relationships and a school culture where pupils feel safe, seen, and celebrated. We use



rewards not to control behaviour, but to reinforce our values of being Resilient, Safe and Respectful (RSR), and to help pupils internalise the pro-social behaviours that will support them in school and in life.

We understand that children thrive on recognition and that affirming their effort, emotional growth and positive choices builds motivation, confidence and a sense of belonging. Our relational reward system supports pupils to develop self-regulation, engage positively with learning and feel part of a community that values who they are and how they try.

Pupils can be recognised for any aspect of their school experience, including:

- Acts of kindness, empathy or support for others
- Demonstrating emotional regulation or recovery
- Engaging with learning and showing perseverance
- Meeting personalised targets or showing growth over time
- Following the Code of Conduct and contributing positively to school life

Our graduated reward system includes:

- Credits – Awarded frequently throughout the day for showing RSR values. Pupils save and spend credits in our Credit Shop, choosing motivating rewards that matter to them.
- Merits – Given for demonstrating British Values such as tolerance, responsibility, and respect. Merits are celebrated in class and assemblies with certificates and positive recognition.
- Learning Alerts – Issued for exceptional learning engagement or effort, either individually or class-wide. These are shared with pupils, staff and families.
- Learner of the Week – A weekly celebration of a pupil's progress, resilience or contribution, recognised in class and assembly.
- Golden Passes – Earned through sustained positive behaviour and self-regulation, giving access to additional RSR Time (our term for play and movement-based regulation breaks).
- Personalised Rewards – Targeted incentives developed in partnership with staff and families, based on a pupil's needs, age/stage and interests.
- Home Communication – We share successes with families through Marvellous Me, phone calls home, and celebration notes/postcards.

Our praise and rewards are:

- Immediate – To strengthen the link between behaviour and recognition
- Consistent – Building routine and predictability
- Relational – Strengthening the connection between staff and pupils
- Individualised – Adapted to each pupil's profile, communication style and needs
- Sincere and meaningful – Always explicitly linked to a specific behaviour, effort or value

We know that strong relationships with families are key to sustaining success. Staff work closely with parents and carers to share positive news and celebrate growth across home and school.



At Nigel Bowes Academy, rewards are not used transactionally or punitively. Instead, we aim to create the conditions where positive behaviour can flourish—through emotional safety, high expectations, and nurturing relationships that support every child to feel valued, capable, and connected.

For further detail on how our reward systems operate across the school, see Appendix B.

9.0) Responding to Misbehaviour

At Nigel Bowes Academy, we do not see behaviour management as a stand-alone system. Instead, it is embedded within the way we meet pupils' needs, build trusting relationships, and provide structured, supportive environments. Our approach to behaviour is preventative, relational, and restorative — grounded in evidence-based practices and supported by the understanding that all behaviour is communication.

This approach is reflected in visual prompts, RSR values reminders, and relational language consistently displayed and modelled throughout classrooms and shared areas of the school.

Prevention First: Creating the Conditions for Success

To reduce the likelihood of misbehaviour, all staff:

- Prioritise meeting pupils' basic needs (Maslow's Hierarchy) before expecting engagement or compliance.
- Use the Six Principles of Nurture to guide interactions and ensure classrooms are safe, consistent, relational spaces.
- Employ the Thrive Approach to understand the developmental and emotional drivers behind behaviour.
- Use PACE (Playfulness, Acceptance, Curiosity, Empathy) to connect with the emotional brain before supporting reflection.
- Teach and model The Zones of Regulation, enabling pupils to identify, name, and regulate their emotions using personalised strategies.
- Apply the SPELL framework to ensure structure, low-arousal responses, and empathy are consistently present.
- Build strong, respectful staff-pupil relationships as a foundation for behavioural success.

Teaching and Modelling Behaviour

We believe that good behaviour must be explicitly taught, modelled, and reinforced, not assumed. Staff:

- Use PSHE and Personal Development (PD) sessions to teach expected behaviours and emotional literacy.
- Model emotional regulation and respectful communication in every interaction.
- Narrate and positively reinforce prosocial behaviours in real time.
- Use restorative conversations to teach empathy, accountability, and community values.
- Consistently link rewards and praise to our RSR (Resilient, Safe, Respectful) values and Code of Conduct.



Relational Responses to Misbehaviour

When behaviour falls below expectations, staff respond in a way that protects relationships and supports regulation, always avoiding punitive or exclusionary reactions unless absolutely necessary for safety.

Initial responses include:

- Co-regulation and 'time-in', using minimal language and a calming adult presence.
- Use of Regulation Kits, the Green Room, or support from a trusted adult to restore emotional safety.
- Avoiding escalation by ensuring low-arousal environments and responses.
- Providing opportunities for safe expression of emotion without shame.

Reflection and Restoration

Once regulated, pupils are supported to:

- Reflect on their behaviour using Zones of Regulation language, visuals, and tools.
- Understand the impact of their actions on others through restorative questions.
- Identify what they were feeling, what they needed, and how they can manage differently next time.
- Act to repair relationships or environments, if necessary.

Meaningful and Developmentally Appropriate Consequences

At Nigel Bowes Academy, consequences are not punishments. They are used to teach, restore, and guide behaviour change — always aligned to a pupil's emotional and developmental stage.

Consequences may include:

- Reflective activities (e.g. guided time to think, reflective conversation)
- Restorative tasks (e.g. writing a note of apology, helping to fix or tidy something damaged).
- Guided skill practice (e.g. practising turn-taking, seeking help, or using a break card).
- Loss of a preferred activity, only when safety or relational impact makes participation inappropriate.
- Protective limits such as time in a different workspace, with a clear and supported plan to reintegrate.

Exclusionary consequences (e.g. suspension or time away from class) are only used in cases of serious risk and always followed up with a restorative reintegration plan.

"Time-In" over "Time-Out"

In line with the Thrive Approach, we do not use punitive isolation. Instead, we offer 'time-in' with a trusted adult — a regulated, relational space where the pupil can calm, connect, and co-reflect. This is far more effective in supporting long-term behavioural change and emotional development.

Key Principles That Guide All Behaviour Responses at NBA

- Discipline means to teach – every response is an opportunity to grow.



- Connection comes before correction – pupils must feel safe and understood.
- Consistency with flexibility – we uphold clear expectations while responding to individual needs.
- Relationships are the vehicle for change – behavioural interventions only work when grounded in trust.
- Repair is essential – harm must be acknowledged and mended to restore community.

Although staff will always try to de-escalate poor behaviour, they have statutory authority to discipline pupils whose behaviour is unacceptable and fails to adhere to expectations (section 90 and 91 of the Education and Inspections Act 2006). This authority applies to all paid staff with responsibility for pupils. Staff also have the power to discipline pupils beyond the Academy gate where their misbehaviour is deemed to bring the Academy's reputation into disrepute.

9.1) Suspensions

At Nigel Bowes Academy, we aim to support pupils to regulate their emotions and behaviours through positive relationships, clear expectations, and co-regulation strategies. However, there may be exceptional circumstances where a pupil's behaviour significantly impacts the safety or learning of others, and a protective consequence is required.

We recognise that suspensions are not behaviour modification tools, but time-limited protective measures that give space for regulation, reflection, and planning. These decisions are not taken lightly and are always underpinned by our commitment to relational approaches and the understanding that behaviour is a form of communication.

Suspensions may be issued when:

- A serious incident occurs that compromises the safety or dignity of others.
- There is persistent, high-level dysregulation that presents ongoing risk or significant disruption.
- A pupil refuses all available regulation support and cannot safely remain in their current environment.

Examples may include:

- Physical aggression or violence towards others.
- Dangerous behaviour likely to cause injury to self or others.
- Deliberate damage to property or significant disruption.
- Verbal abuse or threatening behaviour.
- Bringing unsafe or prohibited items onto the premises.

This list is not exhaustive. The decision to suspend will always be based on a full understanding of context, need, and risk, and will involve consultation with senior leaders, including the Principal.



Where a suspension is issued:

- It will be for the shortest appropriate period.
- A risk assessment will be reviewed, and a reintegration meeting will be held with the pupil, family, and relevant staff.
- A personalised support plan may be created or updated to reflect triggers, patterns, and regulation strategies.

Internal Regulation

In some cases, an internal regulation space may be used where:

- The pupil is dysregulated and needs time away from peers in a calm, low-stimulus setting.
- Their presence in class continues to significantly disrupt the learning of others.
- A planned re-entry with support is being prepared.

Internal regulation is time limited and regularly reviewed.

Repeated Incidents

Where a pupil experiences multiple suspensions or internal regulations within a short period:

- The Senior Leadership Team will review the case through a multi-agency lens.
- Further assessments (including internal or external) may be initiated to explore unmet needs.
- A review of placement, provision, and personalised support will take place in consultation with parents/carers and involved professionals.

At Nigel Bowes Academy, we are committed to the belief that all behaviour is communication. We strive to teach and model regulation, and only use suspensions or internal regulation when necessary for the safety and emotional containment of all involved.

9.1.1) Reintegration back into Academy following a suspension

At Nigel Bowes Academy, reintegration is a vital part of the relational repair process. We understand that suspensions can be emotionally disruptive for pupils and families, and we are committed to supporting a smooth and supportive return to learning.

The reintegration process is guided by the understanding that regulation must come before reflection, and reflection must come before restoration. As such, reintegration is not a one-off conversation, but part of a broader process of relational re-connection and learning.

Key features of reintegration at Nigel Bowes Academy:



A reintegration meeting is held with the pupil, parent/carer, and a member of the leadership or pastoral team.

The focus is on safety, regulation, and restoring connections—not blame or punishment.

- The Zones of Regulation, PACE approach, and restorative questions are used to help the pupil explore the incident (where appropriate) and what support they may need to succeed going forward.
- Protective and educational consequences are agreed collaboratively.
- A Risk Reduction Plan or Support Plan may be reviewed or created.
- A trusted adult may be identified to check in with the pupil daily or at transition points.

We recognise that some pupils may find it difficult to engage in traditional reintegration meetings. In such cases, adjustments will be made to ensure accessibility (e.g., using visuals, role play, sensory breaks, or shorter sessions).

Reintegration is not just about returning to the classroom—it is about rebuilding trust, reinforcing regulation strategies, and ensuring the pupil feels safe and understood.

9.2) Permanent Exclusions

Permanent exclusion is a last resort at Nigel Bowes Academy and only considered when:

- All other interventions and support strategies have been exhausted.
- A serious incident occurs that causes significant harm, danger, or persistent disruption, and where continued placement is no longer viable.
- The safety and wellbeing of the school community cannot be maintained through any reasonable alternative provision or strategy.

Examples may include:

- Repeated and serious physical assaults on staff or peers.
- Use or possession of weapons or dangerous items.
- Behaviour that poses a sustained and significant risk to self or others.
- Persistent refusal to engage with the therapeutic and relational support offered, despite high levels of input.

Before considering permanent exclusion:

- A full review of the pupil's support history, needs, and interventions will take place.
- The Senior Leadership Team will explore whether all reasonable adjustments and support options have been considered.
- External advice (e.g., Educational Psychologist, Virtual School, LA SEND team) may be sought.
- The pupil's EHCP (if applicable) will be reviewed, and an emergency annual review may be called.

Parents/carers will be fully involved throughout this process, and every effort will be made to seek alternative, appropriate specialist provision if a permanent exclusion is necessary. We



remain committed to the belief that no child is beyond help—and that behaviour is best understood through a lens of unmet need, trauma, and relational safety.

Permanent exclusion is always authorised by the Principal and reported to the Trust and Local Authority as per statutory guidance.

9.3) Safe Spaces and Reasonable Force

The DfE guidance (2026) 'Restrictive interventions including use of reasonable force in schools' provides definitions for the terms: restrictive intervention; reasonable force; significant incident; seclusion; and restraint.

At Nigel Bowes Academy, our priority is always to maintain the safety, dignity, and wellbeing of all pupils and staff through regulation-focused, trauma-informed practices. In rare situations where a pupil is significantly dysregulated and poses a risk to themselves or others, staff may need to support them into a safe space (e.g., Green Room 1, Green Room 2, Quiet Learning Room) or, in exceptional cases, use reasonable force.

Use of Safe Spaces

Safe spaces are used proactively and positively, not as punishment or isolation. They are part of an evidence-based, relational approach to supporting pupils during dysregulation. Their purpose is to:

- Protect pupils and others from harm in moments of crisis.
- Provide a calming, neutral environment for regulation and recovery.
- Reduce the need for restrictive practices, including physical intervention.
- Support emotional growth, reflection, and reintegration.

Key principles for use include:

- Pupils are always supervised while in a safe space.
- Staff use low language, P.A.C.E., and co-regulation tools to help pupils return to a regulated state.
- Use is time-limited and logged, with patterns reviewed to inform ongoing support.
- Families are informed when use is frequent or part of a plan.
- These rooms must never be used to isolate a pupil as a form of punishment or consequence.

Use of Reasonable Force

While our aim is always to de-escalate using non-restrictive strategies, there may be situations where staff need to use reasonable force to prevent:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing serious disorder.



Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have the legal authority to use reasonable force, in specific circumstances to ensure the safety of pupils and others in the Academy. Nigel Bowes staff are trained in Team Teach and follow its principles of minimum force for the shortest time necessary, with an emphasis on:

- Last resort: Physical intervention is never a first response.
- Proportionate response: The use must be appropriate to the situation.
- Clear communication: Staff explain actions to the pupil where possible, using calm and supportive language.

Staff will always consider whether there are less restrictive alternatives before using force and will assess whether intervention is likely to reduce risk or escalate the situation. When using force, staff will take into account the individual needs and circumstances of the pupil, including age, size, medical needs, and any special educational needs or disabilities (SEND). Force will never be used as a form of punishment.

Staff will act with regard to the pupil's dignity, welfare, and emotional wellbeing, and will communicate clearly and calmly throughout any intervention, where possible. The Academy does not operate a 'no contact' policy and recognises that appropriate physical contact may be necessary and beneficial in a range of situations. Certain practices are strictly prohibited, including any use of force that restricts breathing, affects circulation, or places a pupil at risk of harm.

Following any incident involving the use of force, the Academy will ensure that appropriate support is provided to pupils and staff, including opportunities for reflection and restoration.

All incidents involving the use of reasonable force will be recorded accurately and promptly and reported to parents in line with statutory requirements.

The Academy will ensure that all staff receive appropriate training in de-escalation, behaviour support, and the safe and lawful use of reasonable force. In the rare event of an unforeseen incident – including before training has taken place – staff may act to prevent harm, using on reasonable and proportionate measures. Any such incident will be recorded, reviewed and communicated with parents/carers, and staff will receive guidance and support.

The Academy will take proactive steps to minimise the need for the use of force through strong relationships, effective behaviour management and early intervention strategies.

Any use of reasonable force is:

- Recorded and reported using the school's Incident Form
- Reviewed by senior leaders
- Shared with parents/carers as appropriate
- Reflected upon with the pupil using restorative and regulatory approaches



9.4) Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4.1) Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to Academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

9.4.2) Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the Academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the Academy premises or where the member of staff has lawful control or charge of the student, for example on an Academy trip.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

9.4.3) Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the Academy's safeguarding system, My Concern.



9.4.4) Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the Academy has taken, including any sanctions that have been applied to their child

9.5) Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the Academy. This means misbehaviour when the pupil is:

- Taking part in any Academy-organised or Academy-related activity (e.g. Academy trips)
- Travelling to or from Academy
- Wearing Academy uniform
- In any other way identifiable as a student of our Academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the Academy
- Sanctions will only be given out on Academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a Academy-organised trip).

9.6) Online Misbehaviour

The Academy can use behaviour sanctions for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the Academy
- It adversely affects the reputation of the Academy

9.7) Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the police.



The Academy will not interfere with any police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

9.8) Sexual Harassment and Sexual Violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our child protection and safeguarding policy for more information

9.10) Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or



the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding and child protection policy for more information on responding to allegations of abuse against staff or other students.

Appendix A: Behaviour Expectations – Supporting Pupils to Live the RSR Values

At Nigel Bowes Academy, we have high expectations for every pupil's behaviour, learning, and emotional development. These expectations are not imposed—they are taught, modelled, practised, and reinforced by every adult in school. Staff and parents/carers play a vital role in helping pupils understand what it means to be **Resilient, Safe, and Respectful**, both in school and beyond.

This appendix outlines how the RSR values are embedded into daily practice through The NBA Way. It provides staff and families with a clear, consistent framework for understanding what positive behaviour looks like, how it is taught, and how we support pupils to meet expectations in a relational, trauma-informed way.

The NBA Way: Living the RSR Values

Our core values – **Resilient, Safe, and Respectful** – underpin every aspect of life at Nigel Bowes Academy. These values guide the way we teach, build relationships, structure the school day, and respond to behaviour. They are embedded across curriculum, routines, unstructured times, and transitions—and reinforced through the actions and language of all adults.

We do not expect pupils to “just know” how to behave. We believe **every moment is a teaching moment**, and it is our role as adults to model, coach, and support the development of these behaviours over time.

Resilient – Keep Going, Keep Calm, Keep Positive.

We help pupils learn to:

- Persevere with learning, even when it is challenging.
- Recover after setbacks or emotional dysregulation.
- Accept support and learn from mistakes.
- Use strategies to manage emotions and self-regulate.
- Build a positive, hopeful mindset.

Staff support resilience by:



- Staying calm, consistent, and emotionally available during times of dysregulation.
- Modelling positive self-talk, problem-solving, and perseverance.
- Providing space and time for recovery without shame.
- Teaching regulation and reflection as part of the learning process.
- Acknowledging effort, progress, and determination—not just outcomes.

Safe – Keep Yourself and Others Safe

We support pupils to:

- Understand personal safety, boundaries, and consent.
- Recognise risks and respond appropriately to unsafe situations.
- Use safe hands, safe words, and safe bodies.
- Care for shared spaces, equipment, and the school environment.
- Seek help when they feel unsafe, overwhelmed, or unsure.

Staff ensure safety by:

- Creating predictable, low-arousal environments.
- Establishing clear, consistent routines and expectations.
- Pre-teaching safety rules and using visual and verbal reminders.
- Responding to unsafe behaviour with immediacy and care.
- Supporting recovery and repair after incidents to rebuild trust.

Respectful – Be Kind, Be Thoughtful, Be Honest

We guide pupils to:

- Treat others with kindness, fairness, and empathy.
- Listen to others, speak honestly, and own their actions.
- Collaborate and value differences.
- Follow adult instructions and classroom routines respectfully.
- Repair relationships and resolve conflict constructively.

Staff promote respect by:

- Valuing each child's story and lived experience.
- Using curiosity, empathy, and restorative language.
- Modelling respectful interactions in all situations.
- Narrating and celebrating moments of kindness and inclusion.
- Teaching social scripts and problem-solving strategies explicitly.



Every Moment Is a Teaching Moment

At Nigel Bowes Academy, the teaching of behaviour is ongoing, relational, and emotionally attuned. Staff understand that positive behaviour is learned over time, and that consistent adult responses are essential to helping pupils internalise the RSR values.

Whether in the classroom, on the playground, during transitions, or in moments of crisis, we use every opportunity to model and reinforce what it means to be Resilient, Safe, and Respectful.

Evidence-Informed Approaches That Support RSR

We do not rely on rules alone. Our approach is underpinned by research-informed strategies that align with our ethos and support long-term emotional growth:

The Thrive Approach

- Helps adults understand the emotional drivers behind behaviour.
- Builds Resilience through developmentally appropriate responses.
- Ensures Safety through warm, attuned relationships.
- Promotes Respect through co-regulation and relational repair.

PACE (Playfulness, Acceptance, Curiosity, Empathy)

- Strengthens Respect through non-judgemental listening.
- Builds Safety by reducing shame and increasing emotional trust.
- Encourages Resilience by supporting reflection and recovery.

Zones of Regulation

- Offers a shared emotional language to describe feelings and states.
- Supports Safety and Respect by helping pupils self-regulate.
- Enables Resilience through proactive emotional coaching.

Restorative Approaches

- Teach Respect by focusing on repair, not punishment.
- Promote Safety by ensuring everyone's voice is heard.
- Build Resilience by encouraging ownership and accountability.

Six Principles of Nurture

- Create Safety through predictable, relational structure.
- Support Resilience through understanding and developmental support.
- Model Respect through adult consistency and attunement.

SPELL Framework (Structure, Positive, Empathy, Low Arousal, Links)

- Enhances Safety through predictability and reduced anxiety.
- Promotes Respect through clear, positive expectations.



- Builds Resilience by creating conditions where pupils can succeed.

By living The NBA Way, all staff contribute to a consistent, safe, and emotionally literate culture where every pupil has the opportunity to grow and thrive. We teach the behaviours we want to see—not through rewards or sanctions alone—but through connection, clarity, and care.

Our expectations are high—but so is our support.



Resilient, Safe and Respectful Learners



I am **RESILIENT** because I...

- ✓ am willing to take on new **challenges**
- ✓ accept I will make **mistakes** and learn from them
- ✓ adjust to **change**
- ✓ am **tolerant** of others and their behaviours
- ✓ ask for **support** when needed
- ✓ start each day with a fresh **attitude**
- ✓ show awareness of **emotions** and personal challenges
- ✓ **persevere** when faced with challenge

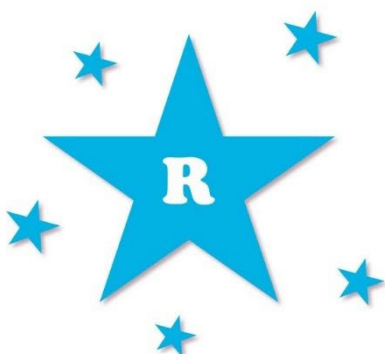
I am **SAFE** because I...

- ✓ **listen** to instructions
- ✓ follow **rules**
- ✓ **avoid** confrontation and conflict
- ✓ consider the consequences of my **actions**
- ✓ **trust** adults who support me
- ✓ acknowledge appropriate **boundaries**
- ✓ avoid **unsafe** situations
- ✓ value myself and accept **responsibility**



I am **RESPECTFUL** because I...

- ✓ listen to **others**
- ✓ value and appreciate myself
- ✓ accept individuality and **diversity**
- ✓ will **accept** decisions made by others
- ✓ understand **expectations**
- ✓ am aware of and **sensitive** to others' needs
- ✓ treat property and belongings with **regard**
- ✓ demonstrate **British** values



Appendix B: Positive Behaviour - Praise, Rewards and Consequences – The NBA Way

At Nigel Bowes Academy, we recognise that behaviour is a form of communication, and all children can learn to behave in prosocial and respectful ways with consistent teaching, modelling and support. We value a relational, strengths-based approach and use praise, rewards, and consequences to reinforce and teach positive behaviours—rooted in our school values of being Resilient, Safe and Respectful (RSR).

Praise

Praise is an important tool for promoting a child's self-worth, sense of belonging and emotional growth. At NBA, praise is delivered in a way that is meaningful and emotionally attuned to each child.

Staff ensure that:

- RSR values are acknowledged and reinforced through praise.
- The specific behaviour being praised is clearly defined and named.
- Praise is given as close to the desired behaviour as possible.
- Praise is adapted to suit the child's individual needs, communication style and preferences.
- The focus is on effort, regulation, and personal growth—not just the end result.
- Praise is always genuine, and never undermined by immediate criticism.

Praise may be delivered verbally, visually, non-verbally (e.g. thumbs up or smile), in written form, or via home-school communication depending on what is most effective for the pupil.

Rewards – Building Positive Behaviour Through Recognition

At Nigel Bowes Academy, we understand that recognition, reward, and praise are powerful tools to reinforce our pupils' personal development, motivation, and sense of belonging. We use rewards to reinforce our school values of being Resilient, Safe and Respectful (RSR) and to help our pupils build self-esteem and intrinsic motivation.

Credit and Merit System

The Credit and Merit System is the central reward system at Nigel Bowes Academy. It is used consistently across the school to celebrate both learning effort and RSR behaviour. It builds self-awareness, motivation and teaches pupils that effort and conduct are valued and noticed.

Credit System Overview

Each pupil can earn up to **228 credits per week**, awarded as:

Credit Type	Mon–Thurs	Friday
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Learning Credits	21/day	15
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RSR Credits	27/day	21
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Credits are earned throughout the day during lessons and RSR sessions. They are recorded by staff using the Credit and Merit Tracker, which pupils also view on class displays. If the tracker is incomplete, that class cannot access the Credit Shop that week.



How Learning Credits Are Earned

Learning Credits are earned during 7 planned lesson times each day:

- **0 credits:** Less than 90% of work completed.
- **1 credit:** Partial completion with good effort ($\geq 90\%$).
- **2 credits:** Work completed but not to full potential.
- **3 credits:** Work completed to a high standard with resilience and engagement.

Credits can only be earned during the scheduled lesson. Catch-up sessions do not earn credits.

How RSR Credits Are Earned

RSR Credits are awarded based on behaviour linked to the RSR values:

- **0 credits:** More than one reminder needed to follow RSR values.
- **1 credit:** One reminder, then acceptable behaviour maintained.
- **2 credits:** One reminder, followed by exceptional effort.
- **3 credits:** RSR values followed throughout the session.

Credits cannot be taken away once awarded. This protects relationships, supports trust, and encourages continued effort.

The Credit Shop

Pupils can use credits to “buy” weekly rewards from the Credit Shop, supporting choice, independence, and goal setting.

- Orders placed by Thursday 4pm and delivered on Friday.
- Pupils can save for larger items or experiences.
- Catalogue updated termly with pupil input.
- Classes that do not update their trackers cannot access the shop that week.

Merit System – Recognising the Above and Beyond

The Merit System complements the Credit System by rewarding spontaneous, above-and-beyond behaviour. Merits are more flexible and awarded when staff want to acknowledge moments of exceptional attitude, kindness, perseverance, or helpfulness.

How Merits Work

- Staff award **1–10 merits** for positive actions (e.g. 1 for holding a door, 10 for emotional regulation or helping a peer).
- Staff may request to award more than 10 merits through SLT if appropriate.
- Merits are recorded on a daily merit poster and the Credit and Merit spreadsheet.
- The merit chart is wiped clean each day to start fresh.

Merit Prizes and Recognition

- Each merit = 1 virtual raffle ticket.
- Weekly star prize draw held every Monday.



- Top merit earner per class receives a certificate and 25 bonus merits to begin the new week. **Other rewards**
- Learning Alerts – Issued for exceptional learning engagement or effort, either individually or class-wide. These are shared with pupils, staff and families.
- Learner of the Week – A weekly celebration of a pupil’s progress, resilience or contribution, recognised in class and assembly.
- Golden Passes – Earned through sustained positive behaviour and self-regulation, giving access to additional RSR Time (our term for play and movement-based regulation breaks).
- Personalised Rewards – Targeted incentives developed in partnership with staff and families, based on a pupil’s needs, age/stage and interests.
- Home Communication – We share successes with families through Marvellous Me, phone calls home, and celebration notes/postcards.

All rewards at Nigel Bowes Academy serve to:

- Reinforce our RSR values.
- Promote a consistent, fair and motivating structure.
- Encourage self-regulation, pride and responsibility.
- Recognise both everyday effort and exceptional actions.

Rewards help pupils feel noticed, included, and motivated. They play a vital role in building positive relationships, strengthening engagement, and creating a learning culture where all pupils can thrive.

Consequences

Consequences at Nigel Bowes Academy are relational, proportionate, and designed to support learning, repair, and growth. They are delivered within a framework that respects each child’s individual needs and recognises that behaviour is often a communication of unmet need.

Consequences may include:

- Verbal reminders and reflection linked to RSR values.
- Breaktime reflection – used as a restorative learning opportunity. Guided reflection helps pupils understand the impact of their behaviour, identify better choices and rebuild relationships.
- Afterschool reflection – used only when appropriate, authorised by SLT, and based on the child’s needs and circumstances.
 - o It includes:
 - Purposeful restorative or reparative work.
 - o Supportive adult guidance.
 - Parental contact and partnership.

Before authorising an afterschool reflection, SLT consider:



- The child's vulnerability and any safeguarding concerns.
- Caring responsibilities or family needs.
- Whether the opportunity will support learning, repair or regulation.
- The likely impact and whether it aligns with the child's developmental stage.

Repeated Incidents or Serious Unacceptable Behaviour - where behaviour is repeated or escalates to a serious level, the following may be considered:

- Parent/carer meeting to strengthen home-school partnership.
- Individualised support plan or behaviour contract.
- Involvement of external agencies for additional assessment or support.
- Fixed-term suspension, in line with DfE guidance and the NBA Exclusions Policy.
- Referral to Inclusion Team for collaborative planning and support.

All consequences:

- Are lawful, proportionate, and reasonable.
- Take account of the pupil's age, SEND, mental health needs and vulnerabilities.
- Are rooted in the belief that every moment is a teaching moment.

To provide pupils with consistency, all rewards and consequences must follow the graduated response. When following the graduated response, staff must always consider if Maslow's basic needs have been met, use a PACE approach and de-escalation strategies.

REWARDS – Graduated response

Praise

Staff offer verbal praise or communicate praise in marking.

Credits

Pupils are awarded credits linked to following RSR values.

Merits

Pupils are awarded merits for demonstrating core British values.

Personalised reward systems for specific children

Rewards aimed at targeting a specific behaviour are implemented, considering the age/stage and interests of the child.

Privileges/ whole class rewards

Teachers introduce privileges linked to following the school Code of Conduct and appropriate to development and profile of need.

Whole school mentions



Morning mentions in assembly for children who have followed the school Code of Conduct in an exemplary or improving way.

Phone call home/ Marvellous Me/ Learning Alert/ Learning of the week

In response to exceptional attainment, work or effort.

CONSEQUENCES – Graduated response

Verbal/visual encouragement

Staff support through verbal and visual means and provide the pupil with processing time.

Regulation strategy may be offered.

Reminder of choices and consequences

Staff explain the choices and consequences using simple, direct language and provide the pupil with processing time.

Regulation strategy may be offered.

Time to reflect/repair at earliest opportunity

A restorative conversation/reparation activity may occur.

Break time reflection - restorative/reparation

A restorative conversation/reparation activity or completion of missed learning occurs.

Afterschool 'reflection' - restorative/reparation

For **persistent** work avoidance/disruption/physical aggression or 'serious unacceptable behaviour.

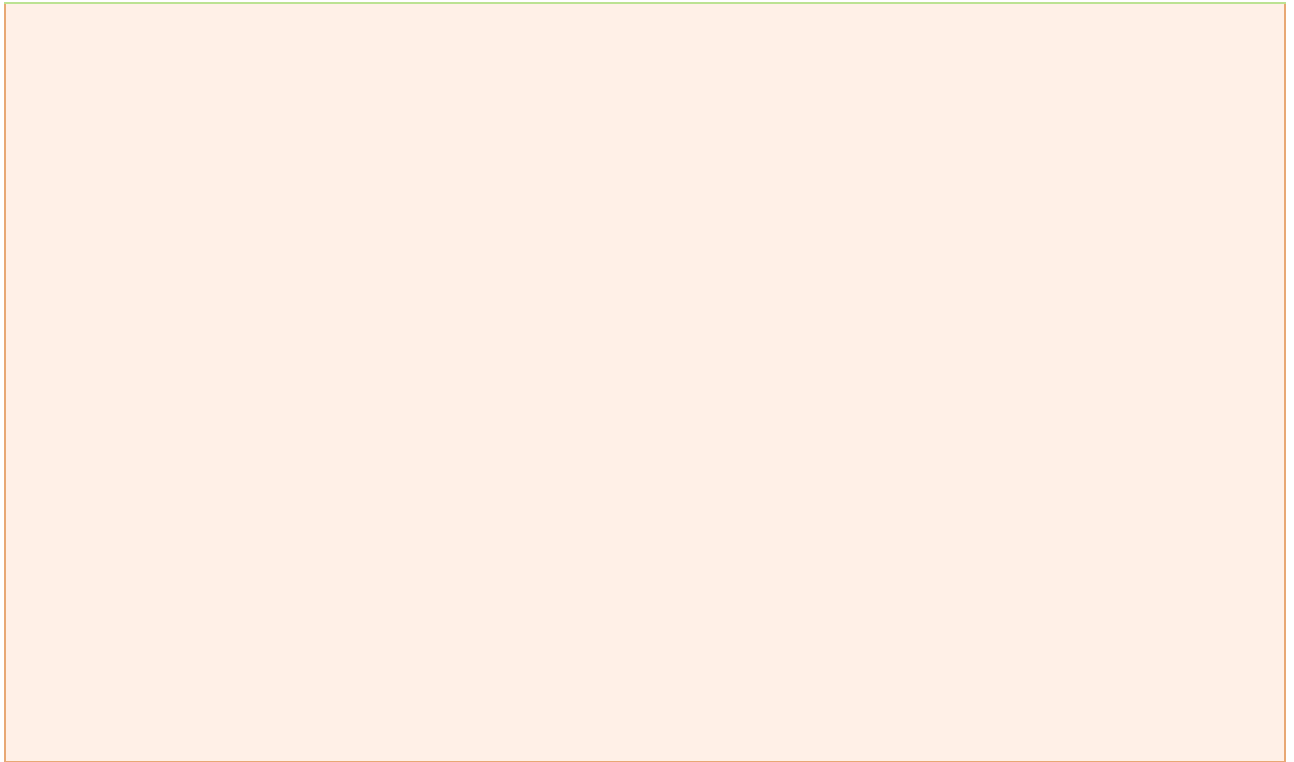
A restorative conversation/reparation activity or completion of missed learning occurs.

Other specific consequences and parental/carer meeting

Linked to specific behaviour or persistent behaviour that has not been managed through other means.

Actions and support, including intervention from outside agencies, will be discussed with SLT and parents/carers.





Appendix D: Suspension/permanent exclusion summary

	Fixed Term Suspension			Permanent Exclusion
	0-5	6-15	16-45	
Governor disciplinary panel	No, unless the parent requests a review of the decision to suspend.	No, unless the parent requests a review of the decision to suspend.	Yes	Yes
Timeline	No legally binding timescale but we aim to meet within 45 days of the suspension.	No legally binding timescale but we aim to meet within 45 days of the suspension.	Within 15 school days of receiving notification of the suspension.	
Parental attendance	Parents/carers can be present and make verbal or written representation, or a combination of both. Students are encouraged to make representation where it is appropriate for them to do so.			



If the panel uphold the exclusion.	Recorded on the student's educational record.	
If the panel do not uphold the exclusion.	The panel has no power to direct reinstatement. The committee should record their consideration on the student's record.	The panel can reinstate the student immediately or on a fixed date. Where a student has already returned to the academy the committee should record their decision, and the reason for it, on the student's educational record.

