



# Behaviour Policy



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**Headteacher Signature:**  
Mary Jenkinson

**Vice chair of LAC committee  
Signature:**  
Barbara Clements



## 1. Aims:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## 3. Responsibilities

All members of the school community are expected to model high standards and expectations of both learning and behaviour. Staff are expected to create a calm environment where positive behaviour is promoted, regulation and de-escalation strategies employed. Staff are expected to talk and reason with children appropriately and deescalate any challenging behaviour. All staff are expected to take responsibility for behaviour management at all times. Class teacher are responsible for dealing with day-to-day instances of behaviour. The Headteacher will monitor those on behaviour report 3 times daily: at playtime, lunchtime and the end of the school day. The Headteacher will be responsible for dealing with those who are on a behaviour report and those who's behaviour meets the criteria for either a fixed term or a permanent exclusion.



#### **4. Responsibilities**

Our expectations at all times are that adults and children will:

- Be Respectful
- Be Ready
- Be Safe

#### **5. Classroom expectations**

we expect children to:

- Be respectful and follow instructions
- Complete the agreed work to the best of their ability in the agreed timescale
- Work independently when asked
- Work with a talk partner when asked
- Participate appropriately in whole class learning sessions
- Keep the learning environment tidy
- No shouting- quiet voices at all times

#### **6. Shared area expectations (for example in the hall, in the corridors)**

- All staff are expected to take responsibility for behaviour around school
- Walk sensibly at all times ( keep to the left hand side of corridors)
- Hold the door open for adults, visitors and other children
- Talk to each other in a calm, friendly manner using good manners at all times
- Keep all areas tidy
- No shouting – quiet voices at all times

#### **7. Assembly expectations**

- Enter and exit the hall in silence, walking in a single file line
- Listen attentively
- Join in with singing and responses

#### **8. Lunch time expectations (dining hall)**

- Walk into the hall
- Line up quietly in single file whilst queueing for lunch
- Be respectful of dinner staff and other children
- Say please/thank you
- Sit at the table to eat and use cutlery appropriately



- Clear away plates/bowls/knives/forks when finished eating

## **9. Play ground expectations**

- Be friendly and polite; allow others to join in games/chats
- Be respectful of equipment
- Avoid physical contact in play
- Respect all other adults and children, kind words and actions

## **10. Consequences**

Children will learn that there are consequences to their actions and the choices they make as this is a life skill. Children will engage in restorative practice in order to reflect upon their own behavior and have a chance to reflect and make things right. All staff are responsible for promoting high standards of behaviour. If a child exhibits inappropriate behaviour staff should follow these expectations:

1. Stay calm
2. Reason and explain the behaviour that is unacceptable, why the behaviour is unacceptable and what the consequence will be.
3. Remember it's the behaviour that is unacceptable not the child.

### **Unacceptable behaviour includes:**

- Deliberately disrupting a class or the smooth running of the school
- Swearing and verbal abuse
- Absconding from lessons or the academy
- Racial abuse
- Violent behavior including assault
- Vandalism, damage to property or theft
- Bullying

Choosing to behave in the above ways, will result in a consequence. Disruption to learning will not be tolerated. Staff will follow the procedure outlined below. Staff will follow the school-based consequences when inappropriate behaviour is displayed. There will be occasions when there is a need to move to an Internal Exclusion.

## **11. Links to SEND provision**

Personalised provision will be put into place for those who may demonstrate persistently high-level concerns from the SEND team. A personalised plan will be drawn up using the SEMH graduated response with the SENDCo and Class teacher. This will begin with a personal, social and emotional assessment using PIVATS. Plans will be shared and reviewed with parents regularly. More information about SEND Provision can be found in our SEND/Inclusion



## 12. Consequences – stages

The following process will be followed when children do not adhere to the rules and expectations set out.

### Warning 1 (stage 1)

A clear verbal reminder directed at the student making them aware of their behaviour and clearly outlining the consequences if such behaviour continues. The student has a choice to do the right thing.

- Say what you see 'you are out of your seat', followed by what the student needs to be doing in order to return to a state in which they can learn and others can learn. 'You need to go back to your chair and complete your learning task. Thank you'.

*Wellbeing check in may be necessary if the children is presenting in an unusual way. 'I can see that you don't seem yourself today, is there anything you want to talk about?' Calm opportunity to talk about any worries with a familiar adult to be offered.*

If inappropriate behaviour persists



### Warning 2 to be issued (stage 2)

A clear warning directed at the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing.

- Say what you see 'you are disrupting the learning of others' followed by what the student needs to be doing in order to return to a state in which they can learn and others can learn. 'You need to go back to your chair and get on with your work. Thank you'.

If inappropriate behaviour persists



### Time out (stage 3)

If the behaviour doesn't improve after second warning, the adult must make the student aware which rule they are not following in order to help the student to correct their behaviour

- The student is asked to take a 5/10 minute time out, and go to a designated time-out space in class.
- They should not take any work with them as this time is intended to be for reflection on their own behaviour. This is not a time for the adult and student to discuss the incident
- At the end of the time-out period the student returns to their chair and continues with their work. There will be an opportunity to reflect, with adult support as appropriate and engage in restorative practice.
- A student who repeatedly reaches Stage 3 (time out) or behaves beyond these boundaries, should be formally logged on CPOMS for future reference and referred to the headteacher
- The class teacher should discuss the "Time out" with the parent/ carer at the end of the school day and share the restorative steps taken. A reminder that tomorrow is a new day and an opportunity for a fresh start.

If inappropriate behavior persists



### Removal (Stage 4)

Where all of the above have occurred in a single session, the final is removal.

- Student to be given their work to take to another class or with a member of SLT.
- Following this there would be a reflective opportunity to discuss the behaviour displayed leading up to the incident and whether the behaviour links to an SEMH/SEND need that needs to be identified.
- If the incident is serious, the student may be removed in the first instance without going through the previous stages. (If the unacceptable behaviour is physically hurting another person deliberately or disrespectful towards others then they will be sent to SLT for Intervention: The Head meet with parents/carers to discuss unacceptable behaviour.



### **Warning 1 (stage 1)**

*A clear verbal reminder of expectations. Chance to make it right.*



*Most incidents will be resolved at this stage 'thank you for turning your choices around...'*

### **Warning 2 to be issued (stage 2)**

*A clear verbal reminder of expectations. Chance to make it right. Reminder that there will be a consequence if behaviour persists.*



### **Time out (stage 3)**

5/10 minute time out in class to reflect. Opportunity for a restorative conversation once the reflection time is complete.



### **Removal (Stage 4)**

Student has lost the right to be in class/outside during unstructured times. Work to be completed with SLT or in another classroom.



## 12. Recording incidents

All behaviour incidents to be logged on Arbour/Cpoms. Children may be placed on a two-weekly behaviour monitoring report by SLT. This requires classroom staff to complete a simple report card (copy in appendices) for each lesson towards targets agreed with the child in line with the core expectations of the school. The child then reports to the Headteacher/SLT each break time, dinner time and end of day to discuss the previous session and any points of reflection. This is also an opportunity for positive behaviour to be praised. At the end of two-week minimum review of behaviour targets the child is either removed from monitoring report or extended for a further two week cycle.

## 13. exclusions

Extreme behaviour may necessitate exclusion.

All Suspensions / Exclusions are considered in DfE Guidelines and inline with exclusions policy. The Suspensions and Exclusions Policy is available on request from the school office and on the school website. Whilst this is a graded system, where serious or persistent misconduct arises, suspension may be used and other agencies where applicable will be informed, including the police where appropriate. A series of fixed-term suspensions may well be a contributory factor to a managed move or permanent exclusion from the school. In accordance with the Charging and Remissions Policy, parents/carers will be required to cover the cost of any damages, breakages, losses and defacement for which their student is responsible

Behaviour should be logged directly onto Arbour and Cpoms on the same day. These will be retained for monitoring purposes and on a daily basis these will be collated and acted upon.

## 14. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach)
- The needs of the pupils at the school
- How SEND and SEMH needs can impact behaviour
- Trauma informed and de-escalation strategies
- Restorative practice

Behaviour management will also form part of continuing professional development.





## 15. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, local academy committee and other stakeholders (via anonymous surveys)

The data will be analysed regularly by the headteacher

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## 16. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local academy committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher,

## 17. Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Antibullying policy