



INSPIRE
PARTNERSHIP

Positive Behaviour Policy





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1.0 Policy Statement

This policy has been written in accordance with the **DFE “Behaviour and discipline in Schools” document, published January 2016**. This policy sets out that we should have:

- A strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Behaviour and discipline contribute to our duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- It sets out the measures to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils.
- Our policy promotes good behaviour among pupils.
- We set out disciplinary sanctions to be adopted if a pupil misbehaves. We have an effective anti-bullying strategy (see Anti bullying policy).

We have considered the following points that contribute to improving the quality of pupil behaviour:

- A consistent approach to behaviour management
- Strong School leadership
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents/carers and other agencies
- Managing pupil transition
- Organisation and facilities

2.0 Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.



- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3.0 Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

In writing this policy, we have looked for examples of best practice.
Outstanding Behaviour Policies:

- Are simple, clear and coherent.
- Create problem solvers not process followers.
- Encourage professional judgement.
- Define technical building blocks of Behaviour Management.
- Make praise easy.
- Make emotional acceleration difficult.
- Address adult behaviour directly.
- Enshrine consistency.
- Allow positive professional relationships to flourish.

4.0 What our Behaviour Policy looks like in practice

How will staff behave?	What are the expectations
• Be fair - use the behaviour policy for all. • Be kind and understanding to each individual • Never give up on anyone.	Excellent Behaviour • Excellent Walking • Excellent Listening • Excellent Manners Pocket Principles • Be Responsible, Be Respectful, Be Ready
All Staff, everyday.....	Senor Leaders, everyday.....
• Recognise pupils for what they do well. • Refer to Excellent Behaviour and Pocket Principles. • Never ignore or walk past pupils who are making inappropriate choices.	• Take time to meet, greet and welcome pupils and their adults at the beginning and end of the day. • Be a daily, visible presence around the site, especially at times of transition. • Recognise the achievements of all.



• Follow up every time, engaging with pupils, helping them to understand their behaviour. • Make sure they understand where personalised provision is in place and how to support this.		• Regularly review provision for pupils who fall beyond the range of written policies.	
Ways we recognise conduct that exemplifies our expectations.		What support do we provide beyond the classroom?	
• Individual ‘Dojos’ for positive behaviour related to Excellent Behaviour Principles and Pocket Principles to be given out around the academy by all members of staff. • ‘Star of the Day’ certificates will be awarded in each class, every day, celebrating the achievement of a pupil. • ‘Star or the Week’ certificates will be awarded to a stand-out pupil in assembly. • ‘Dojo Champion’ certificates will be awarded and celebrated in assembly to the pupil in each class who has achieved the most Dojo points of the week. • Leadership roles will be held by pupils around school: school council, sports leaders, lunchtime ambassadors, wellbeing ambassadors, library monitors, digital leaders		• Full time learning mentor to link home, school and external support to overcome pastoral barriers to learning. • Full time attendance and behaviour officer. • Trust Educational Psychologist • Wakefield Behaviour Support team	
Steps to manage behaviour	Actions		
Redirection	Gentle encouragement, a nudge in the right direction, small act of kindness.		



Reminder	A reminder of our Excellent Behaviour Principles delivered privately where possible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this level. Remind learner of past times when they have made right choice.
2 nd Reminder	A clear verbal 2 nd reminder delivered privately where possible, making learner aware of their behaviour and clearly outlining consequences if they continue.
Reflection	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Any learning time lost to be made up at break / lunch with the class teacher to ensure no work is missed, and teachers should let parents know at the end of the day. Reflection time may be taken during supervised lunch for a short period of time. Whilst outside at break time/lunch time, reflection time means standing at the side of the playground for 5 minutes.
Time out	Learner will be relocated within another class and given time to calm/refocus, reconsider and complete work before re-joining their class. It may be appropriate to access nurture provision.
Formal meeting	A single serious breach of behaviour will result in a meeting between parents/carers and the class teacher, learner and pastoral team member to set targets that will be monitored over the course of an agreed period of time. In addition, persistent behaviour leading to reset sessions will trigger a formal meeting. If the breach happens outside, the child must immediately be brought inside to SLT / learning mentor.
Examples of breaches of the Behaviour policy that may result in immediate internal / fixed term exclusion and a formal behaviour meeting.	
Sustained bullying / victimisation. Violent or dangerous conduct affecting staff, members of the public or other learners. Sustained disruption to learning or wilful damage to property. Drug / alcohol incidents as detailed in this policy. Swearing and antisocial language. Racism and homophobic language.	

Consistency lies in the behaviour of adults and not simply in the application of procedure. A sustainable consistent approach ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept authority.



All staff

1. Meet, greet and welcome learners/adults on the playground/at the classroom door.
2. Refer to Excellent Behaviour and Pocket Principles.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners; linking these to our character curriculum and PSHCE/RSE curriculum through which we teach what good behaviour choices look like.
5. Use positive reinforcement throughout each session.
6. Be calm and give take up time when going through the steps. Prevent before Sanctions.
7. Follow up every time and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are not demonstrating Excellent Behaviour and Pocket Principles.

Middle and senior leaders

Leaders are not expected to deal with behaviour referrals in isolation; they work alongside colleagues to support, guide, model and show unified consistency to learners.

1. Meet, greet and welcome learners/adults at the beginning of the day.
2. Be a visible presence around the site, especially at changeover times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Share good practice.
5. Support staff with more complex behaviours.
6. Use behaviour data (in conjunction with pastoral staff) to develop provision and policy.

5.0 Recognition and rewards for effort

We celebrate and reward learners who exemplify and exceed our standards. We use a mixture of formal awards and informal personal praise, as we understand that this can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are harder to reach.

What?	When?	Who?
Class Dojo – whole school Dojos are awarded for individual, group or whole-class success, in relation to Excellent	At all times of the day and in all areas of	All staff



Behaviour and Pocket Principles. They reinforce appropriate behaviour.	school	
Star of the Day – whole school In each class, each day, one pupil is selected as ‘Star of the Day’ for a given reason. They receive a certificate allowing them to celebrate their individual success with their family, reinforcing positive behaviour choices.	Daily	Class based staff
Postcard Home – whole school Postcards are available for staff to send home to celebrate and acknowledge a particularly significant academic or personal achievement.	As appropriate	All staff
Celebration Assembly: Star of the week chosen by class based adults for an amazing achievement. ‘Dojo Champion’ of the week – the pupil in each class who has accrued the most Dojos across the week.	Weekly on Friday	Reception-Y6
Achieve 100: Points are achieved as a whole class where Excellent Behaviour and Pocket Principles are demonstrated. A mini celebration will be had at each multiple of 10.	At all times of the day and in all areas of school	All staff

6.0 Managing behaviour in classes and around the School

Engagement with learning is always the primary aim. A gentle reminder or nudge in the right direction is all that is usually needed for most children. We focus on praising the behaviour we want to see, with drawing attention from behaviour that is not appropriate wherever possible without affecting the learning of others. All learners must be given “take up time” in between steps.

Practical steps in managing and modifying poor behaviour

Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger. Staff log behaviour concerns and this is discussed and monitored by phase leaders, senior leaders and the pastoral team. When children report other children hurting or upsetting them, these will be fully investigated.

1) **Reminder**

Excellent Behaviour and Pocket Principles reminder delivered privately/discretely to the learner. The staff member makes the learner aware of their behaviour, and the learner has a choice to do the right



thing.

2) 2nd reminder

A clear 2nd reminder delivered privately/discretely to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Any triggers are removed by the adult where appropriate. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. See the script below:

- a. *Gentle approach, personal, non-threatening, side on, eye level or lower.*
- b. *"I noticed you doing That breaks our excellent behaviour/pocket principles expectations.*
- c. *"If you choose to continue / do that again the consequence will be.... When I've talked to you about this in the past you made the right choice."*
- d. *"I'm going to give you a little bit of time and space to make the right choice." (30 seconds of take up time.)*

3) Reflection

Where poor behaviour choices continue, the child is asked to take time to reflect.

Class teachers should inform parents at the end of the day that this has happened.

- If at playtime, this is standing at the side of the playground/with an adult.
- If in class, the learner is to be asked to take "reflection time" in a quiet area of the classroom or within another classroom.

See the script below:

- a. *I have given you a reminder and a 2nd reminder that you were not demonstrating excellent behaviour/pocket principles. You are continuing to do*
- b. *I would like you to take five minutes at the side of the playground / in a quiet area of the classroom to think about this. I will let you know when you can re-join the session.*
- c. **(If in lessons)** *You will have to make up this lost learning time at play / lunch.*

4) Time out

Where a child does not make the right behaviour choice following reflection, they will be relocated to a calm area/alternative classroom/nurture provision for a time out.



- a. *You have been given a reminder, a 2nd reminder and reflection time because you were not demonstrating excellent behaviour/pocket principles*
- b. *I would like you to go to as your behaviour choice is not correct.*
- c. **(If in lessons)** *You will have to make up this lost learning time and spend time with.....(identify adult and area)*

If a child refuses to comply with the instruction given at time out, this will be grounds for the member of staff to request the additional support of the pastoral team/senior leader if needed.

5) Formal behaviour meeting

Where there are significant concerns about a learner's ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the parents/carers and the class teacher, learner and pastoral team member will be put in place. Targets will be agreed and monitored over an agreed period of time. There is a proforma for the implementation of an individual behaviour plan to enable the process to be consistent, structured and fair.

7.0 Serious breaches / incidences of violent behaviour

This refers to an incident that may lead to an internal or fixed term exclusion. Incidences of serious or repeated disruption to other children's learning can also be grounds for internal or fixed term exclusion. These can include:

- Repeatedly talking over a classmate or member of staff, ignoring requests to stop
- Refusing to follow an instruction from a member of staff
- Seriously interrupting the learning sequence of other children
- Using equipment or resources in a way that causes harm or damage to self, others or property
- Being disrespectful to staff or children
- Playing in an unsafe way
- Putting themselves or others at risk of harm
- Using foul language
- Using violence or aggression towards others

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may remove the other children from the setting and call upon a member of the Leadership team. We will physically intervene only when absolutely necessary, and in accordance with the appropriate government guidance. All members of staff are aware of the



regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children.

If positive handling is used in any way, parents/carers will be informed and the appropriate paperwork completed.

If a child threatens, hurts or bullies another child, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of consequence. Acts of deliberate aggression or repeated acts of aggression or bullying will automatically warrant an internal or external exclusion. This is determined by the Headteacher and senior leadership team depending on the circumstances around the individual and the incident. Exclusions of any kind are always reported to parents/carers and in the case of external exclusions also to governors and the LA. Parents/carers are then required to attend a reintegration meeting to discuss ways to improve future behaviour of their child.

Children in internal exclusion will not be prevented from leaving the room of their own free will, unless in exceptional circumstances (for example serious risk or harm to either the child or others). We will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. We ensure children are kept in seclusion no longer than is necessary, and that their time spent there is used as constructively as possible. We allow pupils time to eat or use the toilet and have some fresh air. Pupils will have time to reflect and may have work to complete.

Where a child causes harm to another child at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Learning Mentor, Behaviour Officer or member of the leadership team, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with other children until reasonably sure that the child is able to do so without harming others. Where parents do not agree to this, Fixed-term exclusions that incorporate lunchtimes will be used to ensure the safety of all children.

8.0 The role of the class teacher

It is the responsibility of class teachers to ensure that the school expectations are enforced in their classes, and that their classes behave in a responsible



manner during lesson time. A visual display of Excellent Behaviour and Pocket Principles. should be present.

The class teachers in our School have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents and responds according to our stages set out above. Parents/carers will be informed by class teachers when a child has had to miss any play or lunchtime.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-School policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

9.0 The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School behaviour policy consistently throughout the School, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the School. The Headteacher is the School Child Protection Designated Officer.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher, or in their absence the Deputy Head/Assistant Head has the



responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the School governors have been notified.

10.0 The role of parents and carers

The School collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at School.

We explain the School rules and expectations in the School Behaviour Policy, and we expect parents/carers to read them and support them.

We expect parents/carers to support their child's learning, and to cooperate with the School. We try to build a supportive dialogue between the home and the School, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the School. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if necessary, the School governors, as per the Multi School Trust Complaints Procedure available on the website.

We will inform parents/carers where the child;

- has had reflection or time out
- has made a serious breach of the behaviour policy
- has needed to miss some breaktime to complete work

11.0 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the School's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.



12.0 Fixed-term and permanent exclusions

We do not wish to exclude any child from School, but sometimes this may be necessary in order to ensure the safety of children and staff and to ensure that children are able to learn without fear or disruption. The School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on Schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or Deputy/Assistant Headteacher in their absence) has the power to exclude a child from School. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one School year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in an exclusion before a decision is taken.

If the Headteacher excludes a child, they must inform parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The School informs the parents/carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any



representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

13.0 Drug- and alcohol-related incidents

It is the policy of this School that no child should bring any drug, legal or illegal, to School. If a child will need medication during the School day, the parent/carer should notify the School and ask permission for the medication to be brought. This should be taken directly to the School office for safekeeping and a medical form completed and signed. Any medication needed by a child while in School should be required to be taken 4 times daily or at a time directed by the GP which is within the school day. All medication must be prescribed by a GP and will be taken under the supervision of a member of the office team who have undertaken medication management training.

The School will take very seriously the misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into School for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the School premises illegal drugs. Any child who is found to have brought to School any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the School until a parent/carer of the child has visited the School and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into School, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the School. The police and social services will also be informed.

14.0 Malicious accusations against School staff

We are required under the DFE guidance document "Behaviour and discipline in Schools" document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious



accusations against School staff. This includes comments made on social media.

This is a very unlikely occurrence in our School, however if it were found that this had happened, we would:

- Immediately act on stage 5 of the disciplinary process – i.e. consider this a serious breach of the School behaviour policy
- Call a formal behaviour meeting for parents / carers to attend
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted grounds for an internal or fixed-term exclusion.

15.0 Pupils' conduct outside the School gates

Teachers have the power to discipline pupils for misbehaving outside of the School premises “to such an extent as is reasonable”. This includes misbehaviour when:

- Taking part in any School organised or School related activity
- Traveling to and from School when wearing school uniform or when in some other way identifiable as a pupil at the School

It also includes misbehaviour **at any time** when:

- It could have repercussions for the orderly running of the School or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the School

In all cases, the teacher can only discipline the pupil on School premises or elsewhere when the pupil is under the lawful control of the staff member.

Where misbehaviour occurs in these circumstances, the teacher would use the steps set out in the School Behaviour Policy detailed above to provide proportionally appropriate sanctions.

16.0 Confiscation of inappropriate items

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” (Section 550ZA (3))



of the Education Act 1996 are provided, for:

- Knives and weapons (these will be handed to the police)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images (these will be handed to the police)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for.

We will refer to “Screening, Searching and Confiscation – advice for Headteacher’s, staff and governing bodies” to support us in application of this aspect of the policy.

17.0 Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and authorised School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for any additional items that the School has determined can be searched for without consent.

We refer to “Use of Reasonable Force – advice for School leaders, staff and governing bodies” to support us in our application of this aspect of the policy.

18.0 Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher



records those incidents in which a child is sent to them on account of their behaviour. We also keep a record of any incidents that occur at break or lunchtimes. All logs are made using CPOMS.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the School policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the School abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Formal behaviour meeting

This is put in place in the following circumstances:



Where there are significant concerns about a learner's ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the parents/carers and the class teacher, learner and pastoral team member will be put in place. Targets will be agreed and monitored over the course of the term.

Name of child _____ Class: _____ Date of meeting: __/__/__

Meeting attended by:

Reason for meeting being held:

Issue(s) causing concern including when and where this happens:

Are there any identified triggers?

*What would improvements in this look like (refer to **Excellent Behaviour and Pocket Principles**)*

What support will the School provide?

What support will parents / carers provide?



Review date _____

What improvements have been evidenced (refer to targets set above)

Appendix 2: Behaviour Management

One-page summary for staff and parents/carers

Excellent Behaviour and Pocket Principles

Behaviour ladder – used by staff to help redirect children onto the right choices in line with Excellent Behaviour and Pocket Principles

- 1) Redirection (quiet, private reminder, often a small visual signal or cue)
- 2) Reminder (you are not demonstrating Excellent Behaviour Principles/Pocket Principles)
- 3) Reminder 2 (you need to demonstrate Excellent Behaviour Principles/Pocket Principles or you will have reflection time)
- 4) Reflection (Take 5 minutes in a quiet part of the classroom to make another choice)
- 5) Time out (you are continuing not to demonstrate Excellent Behaviour Principles/Pocket Principles, you must now spend time in a calm area/an alternative classroom/nurture provision think about your behaviour choices)

	Paired Class
Year 1	Go to Year 2
Year 2	Go to Year 1
Year 3	Go to Year 4
Year 4	Go to Year 3
Year 5	Go to year 6
Year 6	Go to year 5



If significant breaches of the behaviour policy occur, a child should be sent to the headteacher/senior leader who will attend the class. This will be fully investigated and may result in time spent working out of class under senior leadership supervision.

Significant breaches may include;

- Swearing at staff / use of offensive language towards staff
- Significant disruption of learning (e.g. throwing of resources, repeatedly stopping other children from learning)
- Refusal to follow instructions from the teacher / staff member in charge (for example refusing to undertake time out / paired class)
- Winding another pupil up and/or retaliation to, where the child alleges another child has wound them up, called names etc. Children know they must seek adult help, not retaliate. This also includes playfighting, as this is not allowed.
- Deliberate damage to resources or another child's work.

The School will contact parents/carers if they feel it may help calm a situation, and would ask that parents/carers/family members make every effort to attend school if requested. This often can help with managing a situation such that an external exclusion may not be required. The academy does reserve the right to externally exclude in line with the academy behaviour policy.

Lunch / breaktime rules

Children must behave in a manner that demonstrates Excellent Behaviour and Pocket Principles at all times. At break times, if children are outside, should they be behaving in a manner which is not demonstrating Excellent Behaviour and Pocket Principles, staff will follow the following steps:

- 1) Redirection (quiet, private reminder, often a small visual signal or cue)
- 2) Reminder (you are not demonstrating Excellent Behaviour/Pocket Principles)



3) Reminder 2 (you need to make a choice to demonstrate Excellent Behaviour/Pocket Principles or you will have time out)

4) Time out (Take 5 minutes at the side of the playground/with an adult)

If significant breaches of the behaviour policy occur, support would be sought from the Headteacher, Deputy or Assistant Headteacher.

Positive behaviour strategies

What?	When?	Who?
Class Dojo – whole school Dojos are awarded for individual, group or whole-class success, in relation to Excellent Behaviour and Pocket Principles. They reinforce appropriate behaviour.	At all times of the day and in all areas of school	All staff
Star of the Day – whole school In each class, each day, one pupil is selected as 'Star of the Day' for a given reason. They receive a certificate allowing them to celebrate their individual success with their family, reinforcing positive behaviour choices.	Daily	Class based staff
Postcard Home – whole school Postcards are available for staff to send home to celebrate and acknowledge a particularly significant academic or personal achievement.	As appropriate	All staff
Celebration Assembly: Star of the week chosen by class based adults for an amazing achievement. 'Dojo Champion' of the week – the pupil in each class who has accrued the most Dojos across the week.	Weekly on Friday	Reception-Y6
Achieve 100: Points are achieved as a whole class where Excellent Behaviour and Pocket Principles are demonstrated. A mini celebration will be had at each multiple of 10.	At all times of the day and in all areas of school	All staff



Responsibility roles around school: Children may choose to apply for and receive responsibility roles. These include:

- School Council
- Wellbeing Ambassadors
- Digital Leaders
- Reading Ambassadors
- Lunchtime support

Expectations for parents/carers/visitors to school

Visitors to school must at all times respect Excellent Behaviour Principles and Pocket Principles. Should disrespectful or unsafe behaviour be exhibited, they will be immediately instructed to leave the school site. Refusal to do so will result in police attendance and a site ban being put in place by the headteacher. This also includes phone calls: raised voices or swearing will immediately result in the termination of the phone call. Where any incidents occur, further communication will be by letter only until the headteacher is satisfied that a change in behaviour is in evidence.

Parents/carers are reminded that all decisions made by the school are in the best interest and health / wellbeing of children. This includes decisions around drinks / food in school etc, and appropriate clothing. Parents/carers are reminded that they have choice with regards to the school their child attends; exceptions to rules will not be made in order to ensure fairness and equity to all pupils.

Appendix 3: Anti-Bullying Policy

1. Statement of Intent

- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour and ensure that students are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- To engage with all members of the school community to ensure that we create a learning environment in which bullying will not be tolerated.
- To update and review our practices regularly, informing parents of any changes made to our anti bullying policies or procedures, and signposting them to any useful resources



2. Defining Bullying

Bullying is: “Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally” (DfE definition).

The various types of bullying are:

- Verbal bullying - involving name calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so called ‘cyber bullying’); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour.
- Physical bullying - consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.
- Indirect bullying - involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.
- Cyber bullying - is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. The following policies should also be considered when dealing with Cyber bullying – Staff Code of Conduct Policy and Social Media Policy.

3. Procedures for Reporting Bullying Incidents

All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone else is being bullied. Incidents of bullying will be dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the academy to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should be reported on CPOMS and the appropriate personnel tagged.

Staff suspecting an incident of bullying should:



- reassure the young person that their concerns are being taken seriously and will be investigated.
- avoid labelling students as ‘a bully’ and ‘a victim’ – after an incident both students may need support to rebuild and reinforce self-image and esteem or restorative facilitation.

The member of staff will record the incident details on CPOMS.

All reported incidents of bullying should be investigated and details of all actions taken will be recorded. Parents of both parties will be contacted and updated on progress made.

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