



Shireland Collegiate Academy Trust

Primary Behaviour Policy

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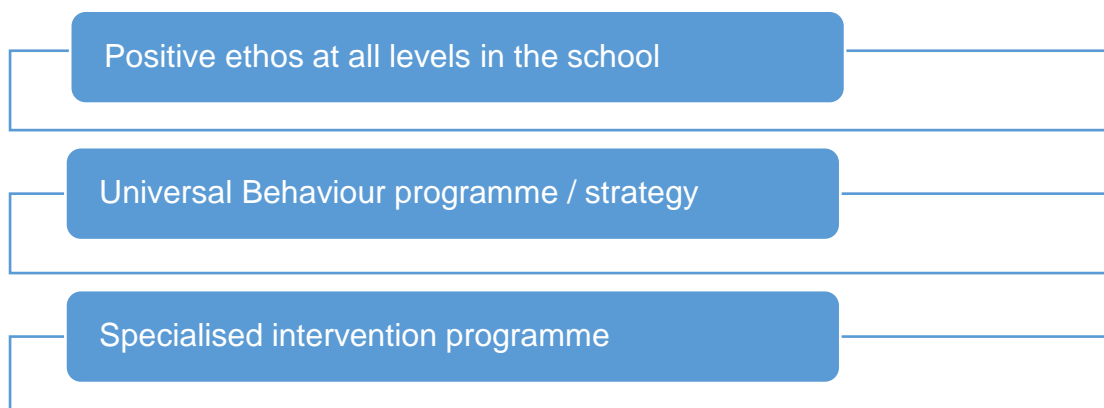
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Introduction

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. Whole school success in this area comes when we reinforce management systems with high expectations of learning which value individuals and celebrate their progress.

There are 3 clear aspects to our Behaviour for Learning Approach:



Our Vision

The Trust is dedicated to ensuring that our schools' environment supports learning and the well-being of pupils and staff. Co-operation, support and respect are the foundations of our community and we work hard to provide a safe school where all pupils feel included in every aspect of school life and are comfortable to voice their opinions.

We have high expectations of behaviour for pupils and staff and believe that all pupils should be aware of the standards of behaviour expected of them, taking responsibility for their actions. By encouraging positive behaviour and patterns we can promote good relationships throughout the school built on trust and understanding. We use technology to help streamline some of the processes when capturing sanctions and rewards and reporting to families to better target resources and focus and make interventions more effective.

This policy is supported and enhanced by the following policies:

- The Anti-Bullying Policy
- The Equality Duty Policy
- Home School Agreement
- Child Protection and Safeguarding Policy
- SEN(D) Policy
- Mental Health and Well-Being guidance

Legal Duties

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

Core Beliefs and Values

- The belief that the education and success of all pupils is of equal value.
- A celebration of diversity in gender, race, creed and ability, by providing quality teaching to raise standards and equalise life choices.
- A belief that bullying in any form is completely unacceptable and will always be taken very seriously.
- Respect for the dignity of ourselves and others.
- Recognition that all members of our community have rights, with complementary responsibilities.
- An understanding that all pupils may experience difficulties because of events such as bereavement and family problems. As with pupils who have special educational, physical or emotional needs, the school should provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable pupils.
- A commitment to developing individual potential and autonomy both inside and outside the classroom.
- The belief that pupils learn best in a safe and nurturing environment, which promotes a sense of belonging.
- A recognition that high pupil self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.
- An appreciation that every child is an individual and that some pupils that consistently display exemplary behaviour should be recognised.
- A belief that pupils are not labelled, the behaviour is; and have opportunities to start again.
- Recognition that the success of any school policy depends on the understanding and support of parents and families and as such, should be shared with them and their commitment to it sought.

Code of conduct is to be shared by staff with all pupils and families (See Appendix 1).

Aims

We aim to ensure that our school environment supports learning and the wellbeing of pupils and staff and through cooperation, support and respect, a safe school enables all to be included in every aspect, being comfortable to voice opinions.

We hope to ensure that all our pupils leave our school with the key skills they need to continue to progress to the best of their ability at Secondary school and beyond.

We aim to provide an environment that: -

- Enables learning for all within the school community.
- Encourages a respect, empathy and acceptance of differences of others.
- Encourages cooperation and collaboration to give a sense of belonging.
- Encourages self-discipline and a sense of taking responsibility for actions.
- Ensures that all pupils and adults feel safe, valued and cared for.

To achieve this, we will: -

- Create a positive, calm, and purposeful environment.
- Provide a curriculum that is inspiring, relevant and challenging.
- Ensure that adults model good behaviour at all times.
- Have shared understanding of procedures and apply them consistently.
- Have a shared language that is understood by all.
- Effectively communicate with pupils and families our high expectations for learning and behaviours.
- Work in partnership with multi-agencies.
- Ensure staff are trained and understand our aims and procedures.

A clear system of sanctions and rewards can be found in Appendix 2.

Implications for the School Curriculum and Organisation

- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for pupils to develop social skills and personal responsibility i.e. class monitors. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. school council, pupil forum etc
- All pupils should be aware of the way in which the school deals with incidents of bullying and how bullying should be reported. Pupils should be involved in this process through peer mentoring schemes, school council discussion, and the like.
- The school will support staff in adopting Trust teaching and reflection approaches that promote positive behaviour and attendance, by providing training sessions, individual advice and opportunities to observe good practice.

For details of EYFS provision in relation to behaviour, see Appendix 3.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the school community as a whole.

This policy will not have an impact on the learning ethos of the school unless everyone applies it comprehensively and consistently.

Specific roles and responsibilities are as follows:

The Standards and Performance Committee and Trust Board

- Defines the principles underlying the school's behaviour policy.
- Ensures that all aspects of the policy promote equality for all pupils and addresses individual need.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Supports the practical strategies of the policy by holding disciplinary and attendance meetings for pupils and their parents when there are serious concerns.

The Principal and the Senior Team

- Frame a policy, which promotes positive behaviour and good attendance.
- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by:
 - dealing with serious referral issues
 - providing communication procedures and systems with parents and outside agencies
 - providing appropriate class groupings and timetable arrangements
 - allocating appropriate resources to support the systems.

Teachers and Teaching Assistants

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded.
- Model in their own actions the expectations the school has for pupils.
- As class teachers or teaching assistants act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Record consistently and monitor rewards and sanctions on a daily basis highlighting and referring concerns to Senior Staff if needed and reviewing support regularly.
- Through our approach to Personal Development which covers lessons, assemblies and aspects of enrichment, we encourage the development of social, emotional and behavioural skills and rounded, responsible citizens.
- Communicate with parents/carers re concerns and provide advice or support for families.

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide support for identified individuals and groups.
- Monitor individuals or groups to allow for early intervention and review of support provided.
- Act as role models to pupils in their own actions and dealings with others.
- Support other staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.

Pupils

- Will behave in a way that will ensure the safety of themselves, other children and adults.
- Will be honest, polite and respect others and their possessions.
- Will recognise and respect the authority of staff and other adults in the school, listen to and act on directions.
- Will work to the best of their ability at all times and value their own work and that of others.
- Will organise themselves and their resources so that they can work independently.
- Will take care of equipment and keep the school and the grounds tidy.
- Will take responsibility for their own actions.
- Will co-operate with and follow the school's code of conduct.

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Support the school's core beliefs on positive behaviour management and encourage their children to follow the school's Code of Conduct.
- Support the school in carrying out sanctions and celebrating success.
- Communicate with the school when concerns arise.
- Attend meetings (if necessary) to discuss their child's behaviour and engage with behaviour plans to support improvements.

Support for Parents

The role of families in supporting the school in this area we believe is crucial and a partnership.

- Expectations of parents' involvement in supporting attendance and good behaviour should not be taken for granted and made explicit. The school highlights to all parents at all Parents Evenings and other events how important their support is. A Home School Agreement plays an important part in harnessing parental agreement and support and helps parents to understand their own role in this part of their child's education.
- The Behaviour and Attendance Policies are made available to all parents with opportunities for them to feedback.
- All reports and communications to parents about progress also include behaviour and attendance so that parents are kept up to date.
- Senior staff work with Children's Services to support parents, particularly those who find it hard to come to school.
- Parents will always be contacted as soon as there is any concern so that they are involved immediately.
- Families are also informed of improvements to behaviour.
- Arrangements are made to communicate in the home language where this might be necessary whether through technology or other means.
- Parents/carers are encouraged to engage in early intervention support such as the Early Help Assessment where it is considered to be in the best interests of the child/ren and family.

Support for pupils

Some pupils will require additional support within the Academy to avoid escalating problems and possible exclusion. The Academy expectation around positive behaviour, rewards, sanctions and structures are designed to ensure early identification of pupils at risk and that any support they may require are implemented and reviewed regularly.

The Academy will consider the needs of all pupils for support with transition especially between year groups and key stages as required and will provide enhanced support for pupils highlighted as needing it.

Bullying behaviours

Bullying is 'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally'.
DfE definition.

Bullying is defined as behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. It is crucial for us to emphasise that any form of bullying will not be tolerated within our academies.

We recognise that bullying can take various forms, including physical or verbal harm, exclusionary behaviours, extortion, general unkindness, cyberbullying on social media/gaming platforms, or negative comments related to protected characteristics. We encourage all staff, parents and pupils to be vigilant and proactive in identifying and reporting any instances of bullying that they encounter or witness.

Bullying behaviour is not only detrimental to the wellbeing of the individuals involved but also interferes with the rights of all pupils to enjoy their learning in a safe and respectful environment. It runs contrary to the core values and aims that we uphold within our schools. We believe that every pupil has the right to feel secure, supported, and respected while at school, and any form of bullying undermines this fundamental principle.

As part of our commitment to creating a positive and inclusive school culture, we actively promote kindness, empathy, and mutual respect among our pupils. We expect all members of our academies to treat one another with dignity and compassion, fostering an atmosphere where every individual feels valued and empowered.

Behaviours linked to Safeguarding concerns

Behaviours that are identified as child-on-child abuse as stated in 'Keeping Children Safe in Education 2024' are taken very seriously. Such actions can have a significant impact on the physical and emotional welfare of the children involved, as well as on the wider school environment. It is crucial that we all work together to prevent and manage such situations effectively.

Our safeguarding and child protection policy provides clear guidance on how we respond to and address incidents of child-on-child abuse. The actions which we will take are clearly outlined and may include referrals to multi agency organisations.

If a child is ever involved in, or witnesses, behaviour that raises concerns regarding child-on-child abuse, we will adhere to policy to address the situation appropriately. Our staff are trained to respond to safeguarding concerns sensitively and effectively, in line with our policies and procedures.

Families will be informed about incidents related to any type of bullying and or child-on-child abuse. These will also be recorded on our safeguarding software.

Behaviour Plan

“Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions or whole school strategies”

Education Endowment Foundation

We understand that there may be instances where an individual child may not respond to whole school strategies of behaviour and needs an individualised programme.

If and when this happens, we liaise with pastoral staff, SENCO, Trust Pastoral Team and outside multi-agencies to work together and produce an individualised programme that is monitored.

Where behaviours of a sexualised nature are observed and/or reported appropriate action will be taken. Such incidents will be discussed with parents/carers and may require referrals to appropriate agencies. When managing these behaviours we adhere to our academy Children Protection and Safeguarding policy along with DFE Guidance as highlighted in Keeping Children Safe in Education and sexual violence and harassment between children in schools and colleges.

Outside Agencies

The school acts as part of a wider community of support. Some pupils will benefit from referral to another agency for:

- Alternative curriculum provision for set periods of time e.g. as part of a planned re-entry strategy.
- Assessment leading to statement or a planned programme within the academy.

The support outlined above will be provided within the following context:

- The school will contact parents sooner rather than later. Early intervention should help to avoid exclusion.
- The school will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEN where appropriate and the school will therefore act in accordance with the policy for SEN.
- All support programmes will contain targets for improvement and regular review. The school should be in a position to respond in a flexible manner to a child's changing need, particularly when programmes are not deemed to be successful.

Suspensions and Permanent Exclusions

It is of utmost importance that all exclusion processes align with the suspension and permanent exclusion regulations set out for schools in England, including maintained schools, academies, and pupil referral units.

As per the regulations, only the principal or designated 'Acting' Principal has the authority to exclude a pupil from the school. In cases where there are incidents of notably poor behaviour that may warrant a suspension or potential permanent exclusion, the Principal will assess the situation and determine the appropriate course of action in consultation with trust Primary Director **and** Deputy Director.

For pupils who are under the care of a social worker, have an EHCP or are looked after, the school will communicate with the social worker, Local Authority SEN Case Officer and virtual school regarding any suspensions or exclusions that may occur.

We believe that a safe and supportive environment is crucial for all our pupils to thrive academically and socially. By adhering to these procedures, we aim to maintain a positive learning environment which is conducive to the well-being and development of all our pupils.

Suspensions and exclusions are the most extreme form of negative consequence and are used in response to serious breaches of the school's code of conduct or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. A pupil returning from a period of suspension would have a behaviour support plan in place. A meeting will also be arranged for families to attend; however, this will not impact the day in which the pupil returns to school following the suspension.

Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of reasonable force will:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Prior to reasonable force being considered staff will always attempt all de-escalation techniques.

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 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 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, 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. Where this is deemed appropriate, Academy staff will make every effort to support the pupil.
- The Academy will also consider the pastoral needs of staff and pupil accused of misconduct.

Searching, screening and confiscation

As part of our duty to ensure the safety and well-being of all pupils, Senior academy staff may conduct a search of a pupil and their possessions if they have reason to believe that the pupil is in possession of a prohibited item that could potentially cause harm to themselves or others. (Other items that may be identified as causing potential behaviour issues could be confiscated).

It is essential to note that any searches will only be carried out with the consent of the pupil involved. This process is in place to maintain a safe and secure learning environment for all pupils and staff members. Any incidents where a search is conducted will be carefully documented in our school's safeguarding records/software. At no point will a pupil be required to remove their full school uniform.

Our priority is always the safety and security of our pupils, and these actions are part of our commitment to providing a secure and supportive educational environment.

Should a search be deemed necessary, families will be informed as soon as possible about the incident.

Monitoring and Evaluation

The use of data in relation to behaviour is key in tracking pupils, identifying patterns, trends and more importantly causes. Key to this is the consistent recording when using Arbor to record behaviour incidents.

Rewards and sanctions will be monitored to provide the school with regular information on how effectively the behaviour policy is working. The school will be able to analyse the data by for example:

- Gender
- Ethnicity
- EAL
- Pupil Premium
- SEN
- Age
- Class

Behaviour data is monitored by:

- Comparing termly statistics, and annual totals for rewards and sanctions comparing class data over time.
- Monitoring individual's rewards and sanctions to identify progress or cause for concern.
- Observation of lessons and pupil response.

Evaluation of the implementation of the behaviour policy will be based on the above data and will inform the school's development planning. The Primary Director/ Deputy Primary Director will analyse data at regular intervals throughout the year and support schools with required actions where necessary. Wider evaluation processes will take the form of termly reports to members of the Standards and Performance Committee.

Appendix 1 - School Code of Conduct

Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. We expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and a proper respect for authority, are encouraged at all times and are important if we are to make our school a true, caring community. We place great emphasis on praising pupils for politeness, consideration, and kindness to others.

The Principal will bring any serious breach of discipline or any disruptive behaviour to the attention of the parents concerned and an appropriate course of action is decided upon.

All pupils are expected to make a full contribution to the school and support the positive endeavors of all its members. Expectations are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept.

This code of conduct forms the basis of school and class expectations.

They are:

Self

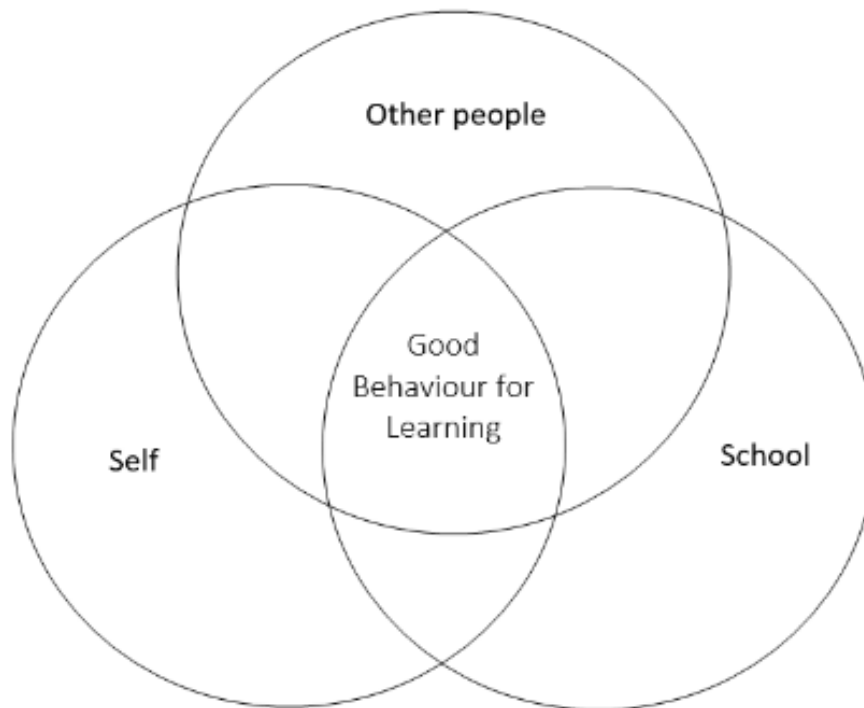
1. Pupils are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
2. Pupils should strive for progress and not just achievement; be reflective and want to always improve.
3. Pupils should behave in a responsible manner and are expected to do what they are asked whilst under our care.
4. Pupils should take pride in their appearance and possessions.
5. Pupils should make every effort to attend every day and be punctual.

Other People

6. Consideration, courtesy and respect should be shown at all times.
7. Everyone should always try to understand other people's point of view.
8. Pupils should always show friendship, kindness and care to others.
9. Pupils should always have good manners and speak politely to each other and all adults.

Our School

10. The school should be kept clean and tidy so that it can be a welcoming place of which we can be proud.



These expectations are designed for the safety of all children:

1. There must be no running in the school building.
2. Before school, at playtime and after eating the mid-day meal, children are not allowed in classrooms unless the weather is bad, or unless instructed by a teacher.
3. Climbing on walls, gates and fences is not allowed.

Code of Conduct for Early Years Foundation Stage

1. Listen to the teachers.
2. Be kind to each other.
3. Put up your hand to ask a question.
4. Don't run in school.
5. Keep our classroom tidy.
6. Always try your best!

Appendix 2 - Consequences (Positive and Negative)

ClassDojo

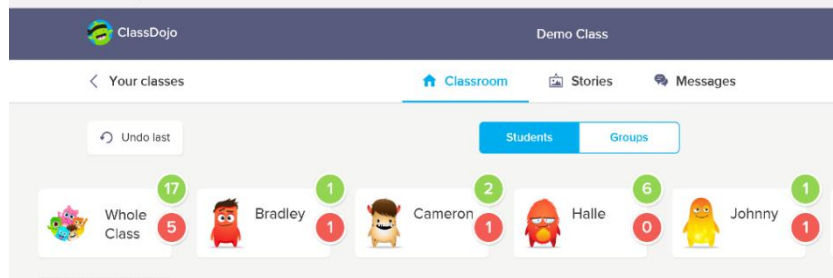
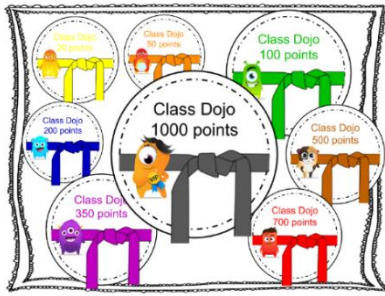
ClassDojo is an online communication platform which allows behaviour to be transparent to staff, parents and pupils. Our schools adapt the use of this platform to set personalised targets for all pupils from Nursery to Year 6, which are linked directly to the school's code of conduct. In addition to this pupils and staff have the opportunity to personalise expectations based on the needs of the class.

Positive points will be awarded to pupils who follow the school code of conduct, and these are saved on the system for the pupils to see during the school day. Positive points will be shown along with any behaviour incidents resulting in moving to red. The version which can be seen by the class will be restarted at the start of the morning and at the start of the afternoon, as explained below. The data which is inputted is centrally stored so parents and staff can view and analyse behaviour over the day, week, year and even longer.

Consequences – positive

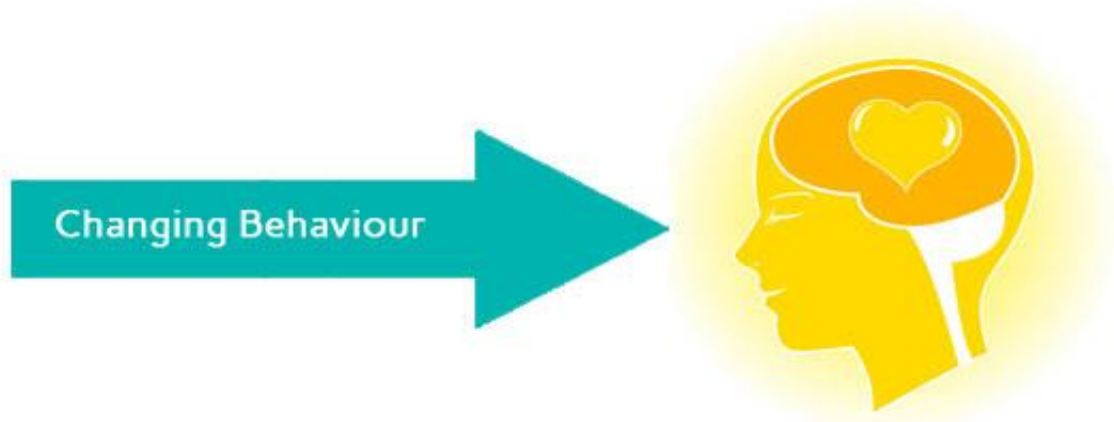
Reward Name*	Reason	Timescale	Reward
Dojo Points (inc. Dinner Dojos)	Points are given to pupils who follow the school expectations and complete excellent work.	Short term	Pupils receives a point and a positive noise is heard.
Dojo Winners of the Day	Top 2 Pupils with the most Dojo points awarded during the day in each class.	Short term	Pupil receives a sticker.
Dinner Dojo Star	Pupil conduct at lunchtime is exceptional.	Short/Medium term	Pupil receives a Dinner Dojo Star certificate presented at handover.
Weekly Reward	Pupils who have demonstrated exemplary behaviour all week-with no negative consequences.	Medium term	Pupils receive 5 extra Dojo points.
Star of the Week	One pupil with exceptional conduct or achievement is chosen by the class teacher.	Medium term	Pupils receives a Star of the Week certificate and a 'Principal's Prize'.
Positive Message	Pupils who consistently demonstrate good behaviour and/or pupils who demonstrate significant progress in their behaviour.	Medium term	Pupils parent/carer receives an online message from the class teacher via the online platform.
Dojo Belts	Pupils can collect Dojo points to achieve Dojo Belts.	Long term	Pupils will gain Dojo Belts as they achieve the appropriate amount of points.

* These are some examples of positive consequences used.



Consequences – negative

The Trust believes that good and poor behaviour can be learned like anything else so the school will focus on two main strands to improve pupils' behaviour: the first focusing on reflection, empathy and improvement; the second clearly stating a non-tolerance approach.



This strategy will focus on the ethos of 'changing behaviour' not labelling pupils and teaching pupils that good behaviour can be learned – linking this to 'growth mindset'. Pupils will be given the opportunity to complete training with either the class teacher, senior leader or mentor taking part in reflection activity. If pupils are not responsive to the reflection sessions they will be assigned to a mentor where a more bespoke behaviour plan can be put into place to support the improvement of the pupil's behaviour.

A traffic light system will be used as a visual prompt to alert pupils of poor behaviour but alongside this will be explanations and reflection time to understand why and what they could do next time (see below in the table).

We train teachers that the aim is to prevent pupils reaching red and avoid the 'race to red'. Interventions at yellow and orange levels are there to stop children from getting to red. Teachers are trained to reflect as to why things haven't worked if a pupil moves through yellow and orange and has reached a red level.



When necessary, families and other partners will be involved in the process and regular review meetings will enable home and school to work closely together to help change behaviours.



Behaviour will be tracked by a senior member of staff through Arbor (Management Information System). If a pupil exhibits persistent challenging behaviour, school may look to putting a Behaviour Support Plan in place involving the SENCO and a mentor if necessary. In addition to this the SENCO or senior leaders may make referrals to external agencies.

Exclusions will be the most extreme form of negative consequence and are only used in response to serious breaches of the school's 'code of conduct' or if allowing the pupil to remain in school endangered their safety, welfare, or education or of others. A pupil returning to school after a period of exclusion would return with a Behaviour Support Plan.

The following range of disciplinary sanctions may be implemented as appropriate:

- Behaviour tracking/logs
- Repeating unsatisfactory work
- Loss of privileges
- Time out
- Restorative discussions
- Reflective interventions
- Internal exclusion
- Suspensions
- Alternative provision
- Managed move placements
- Permanent exclusion (in event of threshold being met)

Type	Examples <i>(This is not an exhaustive list)</i>	Reflection/negative consequence
<p>Verbal warning</p> 	<p>Pupil shows low level poor behaviour for example: doesn't sit down when asked; talking to a peer or not listening to instructions.</p>	<p>Staff member to talk to pupil and explain why they have a verbal warning and what they need to do next time to ensure good behaviour.</p>
<p>Yellow</p> 	<p>Pupil consistently shows signs of low-level behaviour negative.</p> <p>Pupil shows signs of moderate poor behaviour such as: showing low levels of aggression; defiance or persistent lack of effort.</p>	<p>Pupils will complete a basic reflection activity within the classroom.</p>

Type	Examples <i>(This is not an exhaustive list)</i>	Reflection/negative consequence
<p data-bbox="204 282 352 322">Orange</p> 	<p data-bbox="475 282 935 349">Pupil continues to show signs of low-level negative behaviour.</p> <p data-bbox="475 383 935 562">Pupil continues to show signs of moderate poor behaviour such as: showing low levels of aggression; defiance or persistent lack of effort.</p>	<p data-bbox="986 282 1487 495">Staff member to send pupil to a partner teacher to complete a more formal reflection activity. NB pupils must be sent with the teacher section completed stating the reason of the reflection activity.</p>
<p data-bbox="236 714 320 754">Red</p> 	<p data-bbox="475 714 935 754">Persistent disruptive behaviours.</p> <p data-bbox="475 777 948 844">Behaviours which place others at risk of harm.</p> <p data-bbox="475 878 746 918">Unsafe behaviours.</p> <p data-bbox="475 940 655 981">Threatening.</p> <p data-bbox="475 1003 868 1115">Discrimination or bullying of protected characteristics (including online).</p> <p data-bbox="475 1137 783 1205">Inappropriate abusive behaviours.</p> <p data-bbox="475 1238 948 1279">Deliberate damage to equipment.</p> <p data-bbox="475 1301 847 1368">Persistent refusal to follow instructions.</p>	<p data-bbox="986 714 1487 927">Staff member to add onto Arbor as a red incident and send pupil to a senior member of staff where a formal reflection activity will be completed and if necessary a further consequence will be given.</p> <p data-bbox="986 949 1347 990">Families will be informed.</p> <p data-bbox="986 1034 1487 1247">NB Where negative behaviours are consistently recurring and disrupting the learning of others and / or causing safety concerns, suspensions / exclusions may occur.</p>

Suspensions or a permanent exclusion may be considered in the event of several previous orange or red incidents which have a significant impact on learning or the safety of others. They may also be considered where property has been deliberately damaged.

In the event of a serious one-off incident deemed to be unacceptable/and a severe breach of the academy behaviour policy, a suspension will be issued and dependent on the severity, consideration of permanent exclusion. The Primary Director and Chair of the Standards and Performance Committee will also be notified.

Appendix 3 - Behaviour in Early Years Foundation Stage

Our setting is a place where everyone is treated equally, encouraged and respected. We believe that all pupils should be able to achieve their full potential academically, socially and emotionally. We are committed to our setting being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our setting to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within The Trust, Early Years Department our aim is to maintain a happy atmosphere with co-operation between staff, parents and pupils, whilst at the same time maintaining good order, a working atmosphere and attitudes of courtesy and respect.

Our youngest children are still learning how to work with and get along with each other and are finding out what's acceptable and what is not. This is the type of learning which is best shared by parents and the setting together. We are tolerant and patient when helping the children get on with each other. We have a few expectations to help things run smoothly, they are as follows:

- Listen to the teachers
- Be kind to each other
- Put up your hand to ask a question
- Don't run in school
- Keep our classroom tidy
- Always try your best!

Discipline operates in the first instance through reward, praise, stickers, Dojo points and certificates. These procedures promote a pupil's confidence and self-esteem. Discipline lies mainly in the hands of the class teacher or duty teacher who will normally deal with problems on the spot. Minor matters are normally be dealt with by expression of disapproval, pupils will be reminded of the class charter and asked to apologise to the person he/she has wronged. Pupils may, at the discretion of the class teacher, be asked to sit for a few minutes and have time out for thinking.

If we start to notice a repeated pattern of unacceptable behaviour the pupil will be put on a behaviour chart (Didi Dojo Chart) (*only if he/she understands the concept of it.). His/her behaviour will be monitored closely and awarded a Didi Dojo sticker for positive behaviour at each session. The Didi Dojo chart will serve as a record for staff and family also. This strategy is also used in Key Stage One where needed.

Parents and careers will be involved in the process and take an active role in supporting their child's positive behaviours. Staff will liaise with the SENCO and if deemed necessary, the child will be put on an individual behaviour plan (IBP).

All staff, volunteers and pupils are to use positive strategies for handling any conflicts by helping children find solutions in ways which are appropriate for the pupil's ages and stages of development. For example, distraction, descriptive praise, incidental reward and following the compliance routine.

**If the pupil does not understand why his/her actions were inappropriate, then the class teacher will explain or provide role play activities to help the pupil understand and learn from their mistake.*

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Appendix 4 – Behaviour Plans

What is a Behaviour Plan?

Our Behaviour Plan is used to target those children who are displaying challenging behaviours such as disengagement and/or persistent disruptive behaviours. Factors that may be considered include any pupil who:

- has had a number of fixed term exclusions
- has low attendance impacting on behaviour
- is showing signs of rapid deterioration in their behaviour
- is at risk of failure at school through disengagement

Whilst there are many behaviours which may indicate the need for additional support, we acknowledge that some children may be particularly at risk based on their lived experiences. This includes:

- Young carers
- Travellers
- Refugees
- Children with chronic health problems
- Children in families under stress e.g. bereavement, parent in prison
- Children in transition from one phase of their education to another
- Children with special educational needs (SEN)
- Looked After Children
- Children with Mental Health
- Children who have experienced adverse childhood experiences.

With this in mind our behaviour plans are bespoke to each child and require the engagement of parents/carers to enable a joint approach. In some cases, a graduated approach may be required and call upon additional expertise within the academy trust or through relevant agencies.

The Behaviour Plan includes:

- Pupil Information document
- Parent/Carer Questionnaire
- Pupil Voice Questionnaire – Thoughts About School
- Pupil Behaviour Self-Assessments (KS1/2)
- Action Plan
- Review Meeting Documentation

The Graduated Response to Behaviour

(Supports accurate identification of need & circumstance, which is crucial to choosing the right path / intervention).

