



Behaviour Policy

Updated: September 2025
Next Review: September 2026

Aims

This policy aims to:

- 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.
- Provide a consistent and calm approach and to celebrate the best behaviours.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- The school is committed to listening to pupil voice through School Council, surveys, and restorative conversations, to help shape the school's behaviour culture.

This policy is written in accordance with *Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)* and *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, 2023)*.

The policy reflects our school values of:

L - Leadership

O - Organisation

R - Resilience

I - Initiative

C - Communication

Purpose of the policy

This policy provides simple, practical procedures for staff and children that:

- Recognises behaviour norms and positively reinforces this behaviour.
- Encourages children that they can and should make good choices.
- Ensures consistency of expectations across the school.
- Builds a community which values kindness, care, good temper and empathy for others.

Expectation of Adults

We expect every adult to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe' in their daily conversations with children.
- To use the behaviour scripts. (See Appendix 1)
- Follow up all behaviour incidents with restorative conversations.
- Communicate behaviour concerns with parents.
- Teach behaviour as part of the weekly curriculum.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Deal with all poor behaviour in private.
- Develop positive relationships with all pupils and get to know all children they work directly with.

Leaders of Learning (and SENCo) are not expected to deal with behaviour referrals in isolation. If called upon they are there to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Leaders of Learning are expected to:

- Show a visible presence around school.
- Encourage the use of positive phone calls/ positive postcards amongst their team.
- Support behaviour development through phase meetings to ensure consistency of the policy.
- Know which children are consistently meeting expectations.
- Liaise with SENCO to ensure prompt provision where needed.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines.

The SENCO is expected to:

- Use behaviour data to target and assess interventions.
- Provide support and advice to adults.
- Support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

The Headteacher, Deputy Headteacher and Assistant Headteacher are expected to:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the school.
- Celebrate staff, leaders and pupils whose effort goes over and above expectations.
- Ensure staff training needs are identified and met.
- Support the SENCO and Phase Leaders in managing learners with more complex or negative behaviours.
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice.

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

School Rules

Our school rules are to:

- Be ready.
- Be respectful.
- Be safe.

All behaviour – both positive and negative – should be discussed in direct reference to these three rules.

Recognition and rewards for effort following our behaviour rules and exhibiting our school values:

- Verbal praise
- Dojo points and rewards

- Bee stickers
- Positive phone calls home
- Class rewards
- Top table in the dining hall
- Green Friday certificates
- LORIC certificates
- Values Cup

Steps for modifying and managing misbehaviour:

- Attention
- Reminder
- Caution
- Repair

Very often a reminder and a caution can be enough for a child to make a right choice. If this is the case, then a last chance conversation would not be needed. All conversations should be done in private. (See Appendix 2)

Misbehaviour

Misbehaviour is defined as breaking the school rules: be ready, be respectful, be safe.

Strategies for Misbehaviour:

Proactive Strategies	Reactive Strategies (strategies that are used after the undesired behaviour occurs)
<ul style="list-style-type: none"> • Removing or minimising identified triggers in advance • Now and next board (including transition reminders) Language of 'first... then...' • Explaining new situations before they occur • Pre-teaching activity • Visual timetable (establishing routine) • Spot them being good – positive descriptive praise • Choices – this or this • Necessary adjustments to the physical environment (noise levels, seating arrangements) • Visual aids (e.g traffic light cards, feelings cards, calm-down cards) • Distraction techniques • An agreed calming activity 	<ul style="list-style-type: none"> • Ignoring certain behaviours (e.g adult name-calling, swearing) if appropriate • Reminding the child what is expected of them • Distraction • Removing the trigger related to the incident • Any calming techniques including a calm space • Reassurance • Restorative justice • Use of phrases to use and not to use • Change of face/place

Consequences for general misbehaviour:

1. Name in the behaviour book, time out and restorative conversation.
2. Moved in the classroom, time out and restorative conversation.

3. Removed to another classroom, time out, restorative conversation and conversation with parent.
4. Removed to the Leader of Learning, time out, restorative conversation and meeting with parent.
5. Removed to the Head Teacher, time out, restorative conversation and meeting with parent. Pupil monitoring.

Very often a short removal/ time out and a restorative conversation is enough for a child to change their behaviour. If further support is required to deal with a child's behaviour, a red slip form will be completed and accompany the child to the alternative class, Leader of Learning or Headteacher. (See Appendix 3)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy).
- Physical violence or verbal aggression directed towards an adult or pupil.
- Use of object/weapons to hurt others.
- Serious/ continued bullying incidents.
- Vandalism leading to significant damage of school property and resources.
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Any incidence of serious misbehaviour will be recorded on MyConcerns. Each room has a red triangle to be used to gain immediate support from an adult not in the room. (See Appendix 4).

Consequences for serious misbehaviour:

1. Removal from class or removal from the playground.
2. Missing longer periods of playtimes/ lunchtimes.
3. Phase leader meeting with parents.
4. Internal isolation.
5. Suspension. Decision to suspend will be made by the Headteacher (and in his absence the Deputy. If the decision to suspend is made, then a meeting with the parents, followed by a letter explaining the reasons for suspension, length of suspension, arrangements for accessing schoolwork and the back-to-school meeting will follow.
6. Exclusion. Only in an extreme case would the decision to permanently exclude be taken.

Suspensions

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. This provides the school with the opportunity to evaluate the provision for the child and enact adaptations as required.

Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent exclusions

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

Where suspension or permanent exclusion is considered, the Headteacher will follow the statutory guidance (DfE 2023), ensuring parents, governors, and the Local Authority are informed without delay. The rights of pupils and parents to make representations will be upheld.

Inclusion

Reasonable adaptations should be made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCO and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. There can also be various reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept. This can lead to different responses, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child, eg Early Help (with parental consent), play therapy (with parental consent) and counselling (with parental consent). When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with

misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices. (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND. (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be suitable for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Considering whether a pupil displaying challenging behaviour may have unidentified SEND, the school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute

needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school recognises that some pupils, particularly those with SEND, looked-after children, young carers, or pupils with safeguarding needs, may require reasonable adjustments to behaviour expectations. Staff will work in partnership with the SENCO, Designated Safeguarding Lead, and external agencies where appropriate.

Preventing Recurrence of Misbehaviour

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer play therapy, counselling and various other intervention work. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team to review provision. Where a child has spent time in alternative provision or a pupil referral unit, there will be a plan for re-integration which will be regularly reviewed.

Pastoral Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a behaviour report may be used, to help the child reflect on their behaviour within lessons throughout the day, across the week. These are personalised and incentivised with rewards to acknowledge positive behaviours. (See Appendix 5) These will be accompanied by a Pastoral Support Plan. This is created with the specific needs of the individual child in mind and clearly states what the school, child and parents will do to support the child in reaching agreed behavioural outcomes. All plans are formally reviewed and updated every 6-8 weeks with the class teacher, Leader of Learning and SENCo. (See Appendix 6)

The purpose of a pastoral support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces.
- Everyone working with a child on a PSP consistently uses the same, agreed approaches.
- Parents are made aware of the strategies that are being used at school.
- Clear documentation is provided.

Following any incidents of extreme behaviour, a record will be kept (on MyConcern). There will also be a review to discuss what happened, what support is needed and to complete all records. The review will also discuss what were the triggers, and what might help in the future. Pastoral support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where

strategies are not working the decision needs to be made whether to make adjustments, persist with strategies for longer or change the approach.

School Attendance and Part-time Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet the individual pupil's needs, e.g. a part-time timetable may be considered as part of a re-integration package. A part-time timetable will not be treated as a long-term solution. Any agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the year team.

Items that should not be brought to school. This is not an exhaustive list.

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- permanent marker pens
- makeup
- unnecessary money
- expensive items
- Cigarettes, , matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- mobile phones
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The Use of Reasonable Force

In line with DfE advice July 2013 Use of Reasonable Force.

Staff have the power to use reasonable force in accordance with DfE guidance to prevent pupils from hurting themselves or others, damaging property, or causing disorder. Searching, screening, and confiscation will be

carried out in line with statutory guidance (*Searching, Screening and Confiscation, DfE 2022*).

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. Where possible, staff will have received Team Teach training and will always be supported by someone with this up-to-date training. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff. Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.

Reasonable force (using no more force than is needed) covers a broad range of actions and involves a degree of physical contact to hold children. It may be used:

- To prevent a pupil from committing a violent offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To prevent a pupil from escaping school premises

School will record what has happened including who witnessed it. School will ensure that staff have used force reasonably, proportionately and appropriately. School will ensure that parents/carers are informed.

Appendix 1: Behaviour Scripts

Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts.

Script 1: Statement of Reality (i.e. simply tell them what you see)

"Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"

Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.

Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise:

"Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

Script 2: Tell them the behaviour you want to see

"Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)"

Be assertive and avoid starting or ending with 'please'. Use 'I need you to... ' and end with 'thank you' instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g. a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

Script 3: Statement using Language of Choice

"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be

praised and acknowledged on the inside, even if they might not show it on the outside:

"Well done/Thank you Fred, you made the right choice"

Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour. Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

Script 4: Reinforce and depersonalise

"Fred, at Green Park we respect and listen so that everyone can learn"

Repeatedly referring to whole school expectations (i.e. LORIC or at home referring to family rules or expectations) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

Appendix 2: Classroom Behaviour Strategy

Green Park's Classroom Behaviour Strategy	
<p>ATTENTION First attention for best behaviour</p>	<p>Thank you for following instructions Thank you for keeping us safe Well done for respecting their/our/your right to... Use non-verbal reminders Re-explain learning if needed</p>
<p>REMINDER Privately and at eye level Respond to poor behaviour with deliberate calm</p>	<p>X, instruction, thankyou Remind the child of the classroom rules (draw back from confrontation) It's not like you to..... Do you need my help? Listen to the child I expect to see your table tidy in 2 minutes/ you being ready You need to speak to me here Do you remember yesterday when..... That is the Martha that I need to see today, that is the Martha that you can be all the time</p>
<p>CAUTION Outlines behaviour and consequence quietly to the child. Respond to poor behaviour with deliberate calm.</p>	<p>You need to know that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen If you choose not to do the work, then this will happen.... I'll leave you to make the decision. Think carefully about your decision.</p> <p>Name in behaviour book: I am having to remind you about x again, so your name is going in my book. Moved within the classroom: please bring me your work so I can see how you're getting on. I would like you to continue your work at this desk to help you focus on your learning.</p> <p>If behaviour continues, proceed with steps beyond the classroom: Sent to partner classroom with red slip and accompanied by an adult. Sent to Leader of Learning. Sent to Head Teacher/Deputy Head Teacher.</p>
<p>REPAIR Restorative conversation</p>	<p>What happened? What were you thinking? What are you thinking now? How were you feeling? How are you feeling now? Who do you think has been affected? How have they been affected? What needs to happen next to put this right?</p>
<p>REGULATION At any point in this process, a few minutes may be needed for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. This is to be done in the allocated calm space area.</p>	

Appendix 3: Red Slips

Name of pupil	Sent to	Reason	For how long?	Task set?
	Teacher partner Leader of learning HT/DHT			

Appendix 4: Red Assistance Triangles



Appendix 5: Behaviour Report

Name:		Date:	
Lesson:		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Lesson:		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Break		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Lesson:		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Lesson:		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Lunch		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Lesson:		<input type="radio"/> Ready <input type="radio"/> Respectful <input type="radio"/> Safe	
Total Points			
12 – 14 points: - Sticker - 5 minutes free reading	>15 points: - Message home - 10 minutes game time with a friend - lunch with the teacher	Friday Bonus >75 across the week - 10 minutes ipad time - certificate home - lunch with leader of learning	

PASTORAL SUPPORT PROGRAMME

NAME:

D.O.B.:

N.C. YEAR:

START DATE:

END DATE:

DURATION: ___ weeks

KEY MEMBER OF STAFF:

L.E.A.: Kent

Background (known triggers etc):

Objectives:

OTHER AGENCIES INVOLVED

Pupil Targets

School Targets

Parents' Targets

Signed:

Pupil _____ ***Date*** _____

Parent _____ ***Date*** _____

Teacher _____ ***Date*** _____