



Behaviour Policy

September 2025

Introduction

Calm behaviour is an essential component of ensuring that the academy is able to provide a safe, purposeful learning environment for all pupils. Learning behaviour is achieved through an ethos of continuous reinforcement and consistency of expectations and rewards. Sanctions are used when necessary but are in line with the policy. It is the responsibility of all members of the school community to ensure that high standards of behaviour are achieved by promoting and celebrating positive behaviour.

Aims

Positive behaviour is key to successful learning and the establishment of an effective learning environment. It is the role of all members of staff to reward and celebrate positive behaviour consistently. All staff are responsible for identifying positive behaviour and setting high expectations.

This policy aims to ensure that:

- Children feel safe and happy in school
- Parents are confident that their children are safe and happy
- Pupils and staff treat each other with respect
- A calm learning environment is established throughout the academy at all times
- Time is used effectively to maximise learning in the classroom
- Clear, whole school, behaviour expectations are set out for all staff and pupils to follow

Our behaviour policy is built on creating a learning environment where respect is the foundation of all interactions. It promotes positive behaviours, ensures a safe environment for all, and strengthens the relationships between staff and pupils. These principles are reflected in our core values of PROUD. Reasonable adjustments are put in place where needed to support children who may find this a challenge.

Linked policies

SUAT behaviour policy

SUAT exclusion policy

John Wheeldon exclusion policy

Whole School Rules

All pupils agree that while they are in school, or travelling to and from school, they will be:

- Ready

- PROUD
- Reflective

These Whole School Rules are shared with pupils on a daily basis. Assemblies will be used to reinforce the rules and expectations and celebrate children making positive behaviour choices.

Up to date training and a reflection on the policy takes place across the school regularly to ensure that consistency exists and the needs of the children are being met.

Classroom Behaviour

The three school rules should be displayed in classrooms. Within the three rules, staff and children have worked together to describe what being Ready, PROUD and Reflective looks like within their classroom. This contract is signed by all the people who work in that classroom. The rules are constantly revisited and re-enforced.

Staff are asked to treat children with respect and dignity at all times. The emphasis is on de-escalation. Staff are asked not to raise their voice to children. If this happens, the member of staff at fault is required to apologise at some point during a restorative conversation. The school provides ongoing staff training on building positive relationships with pupils, understanding diverse needs and de-escalating challenging situations. Pupils have the opportunity to express themselves appropriately and treat staff with courtesy and respect. Pupils will demonstrate mutual respect by fostering the culture of our PROUD values.

Dining Room and Lunchtimes

The whole school rules will be displayed in the dining hall. The school council decide on what each of these rules looks like on behalf of the whole school and share them with classes. Lunchtime supervisors have received training. They are responsible for rewarding positive behaviour and putting in place sanctions [traffic light movement]

Pupils will adhere to the following rules:

- Ready
- PROUD
- Reflective

All lunchtime supervisors carry a pencil and pad on which they record children who have been moved on the traffic lights during lunch time which is then passed to the class teacher at the end of lunchtime.

Encouragement of Positive Behaviour

Staff regularly celebrate pupils who demonstrate our school rules; Ready, PROUD and Reflective. This is recognised through:

- Verbal praise
- Moved up the traffic lights

- Stickers
- Message to parents
- Praise Cards
- Weekly awards
- Recognition – see appendix 1

Consequences

The following consequences are in place for not following behaviour guidelines:

- Traffic lights - see appendix 2
- Restorative conversation
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Thinking Spot [EYFS]

Staff understand they must NOT create their own sanctions. The traffic light system ensures that the consequences for misbehaviour is clear, fair and appropriate

Although the traffic light system is intended to cover all behaviour, there are incidents and situations where a more severe sanction may be required. These include:

- Racist incident or other discriminatory behaviour - report to safeguard team (Principal, Vice Principal or SENCO)

Ending a session on Red- see appendix 3

Part/whole loss of playtime

- For incidents such as not finishing work although adequate time and support has been given
- Repeated incidents of rudeness towards other pupils
- Rudeness towards members of staff
- Inappropriate language
- Various instances of being down on red or amber on the traffic lights
- Failure to follow an instruction by Core SLT
- Fighting [depending on severity]

Internal exclusion – missing playtimes for a half or whole day, working in another classroom or area of school:

- For repeated incidents of the above behaviours
- Damage to school property
- Lesson disruption
- Swearing or persistent inappropriate language

Fixed term exclusions

- For violent or aggressive behaviour towards pupils or staff
- Persistent disruption to lessons
- Significant damage to school property

Permanent exclusion (see exclusion policy)

- For an incident of extreme behaviour
- For ongoing behaviour and fixed term exclusions

Repeated incidents of unacceptable behaviour. This would usually be at the end of a series of extended fixed term exclusions – eg one day, two days, three days and a week. See exclusion policy.

De-escalation -

All staff are aware that ALL children can be reasoned with once they are calm and feel that a fair solution will be found. Staff CPD is in place to help to understand diverse needs and de-escalate challenging situations. A mentor program between staff and children is in place to guide and further strengthen connections and allows for open communication. There are regular check ins with children who find the school day challenging to create strong bonds. Restorative practices encourage pupils and staff to come together, discuss problems and work collaboratively to find solutions, strengthening relationships in the process.

When...then... can be used to remove confrontation. By stating what will happen, there is no opportunity for defiance e.g. "When you have finished, then you can go out to play" or "When you are calm, then I will discuss this with you" or "When you have stopped doing that, then I will talk to you about other issues."

Calm Spaces

The Pastoral Team will organise 'calm spaces' for those children who need somewhere to go during lessons – this will then be added to the child's behaviour support plan. A 'calm space' will also be available at breaktime and lunchtime for any children who need it.

Record Keeping

A shared document is set up to record children who have their name moved to be able to keep track of what is happening across the year group, phase and school. These are recorded at the end of each session. The results are tracked by class teachers on a weekly basis. For children who are repeatedly on red at the end of a sessions, a positive behaviour chart is put in place to reward expected choices. This is reviewed on a two weekly basis. If it is having a positive impact it will continue. If behaviour continues a tick sheet is used to track potential triggers for behaviour. Parents are kept involved throughout the process and any potential triggers they know form part of the process. Behaviour Support Plans/ Risk Assessments are put in place in collaboration with children, parents and staff.

Behaviour Support Plans

Behaviour Support Plans/ Risk Assessments are put in place in collaboration with children, parents and staff. The plans are used in addition to the PROUD rules and break down and support children to follow the rules. Clear expectations are in place related to possible triggers, with strategies identified to regulate emotions.

Appendix 1

Recognition

Each classroom, has a Recognition Board display – on achieving a Purple Praise Card, pupils will have their name added to the board. When 4 Purple Praise Cards are achieved, the pupil will have afternoon tea with a member of staff from their key stage.

Appendix 2

Traffic Lights

All children start each **session** on green. Children's names need to be moved back at the start of each session. Where possible traffic lights should be used as a positive reinforcement tool so that children are regularly moved up for good behaviour.

Purple Star

Consistently being a good role model

Consistently showing outstanding behaviour

Helping others to be good learners etc

Reward:

Sent to Core SLT for a praise card and message sent home to parents by Core SLT (3 times)

Blue Star

Showing consistent green behaviour

Making positive contributions to learning.

Being a role model

Persevering

Reflecting on their learning etc...

Reward:

Sent to Phase Lead for a praise card (5 blues achieved]

Green

Expected behaviour

Warning – sentence stem

Is this behaviour going to make me PROUD of you?
Make the right decision.

Amber

Not engaging in learning
Disruptive behaviour etc

Warning – sentence stem

This is not behaviour I can be PROUD of.
Go and make me PROUD

RED

Not engaging in learning
Disruptive behaviour etc

Appendix 3

Ending a session on Red.

Ending 1st session on Red - Part/whole loss of playtime. Parent informed in person or via DoJo by class teacher

Ending 2nd session on Red – Part/whole loss of lunchtime. Parent informed in person or via DoJo by class teacher

Ending afternoon session on Red:

Unfinished work to go home to be completed. Parent informed in person or via DoJo by class teacher. If not returned completed the following day, then work to be completed during playtime.

For any other reason, pupils will have a restorative conversation with their Year Group or Phase Lead who will then inform parents in person or via DoJo.

Restorative Conversation Red- ending the session

I know you can behave in a way that makes me PROUD.
Are you PROUD of your behaviour?
How can you make me PROUD?
Go and make me PROUD.

Appendix 5 – Behaviour Policy Flowchart

(During this process, it may be necessary to refer to the Exclusion Policy)

To be reviewed September 2027

Date of adoption of policy September 2025

LAC member signatory _____

SLT member signatory _____