INSPIRES MAT

Behaviour in Schools Policy

Document Detail	
Category:	Trust
Authorised By:	Board of Trustees
Status:	Approved
Date Approved:	October 2026
Next Review Date:	Annually: October 2027
Template date	Produced by CEO

Each academy school must enter details as relevant to them where indicated in red or elsewhere if required

Behaviour Improvement Policy (Part A)

We are committed to creating a culture where every member of the school community feels valued and respected. We want to build a caring community, with values built on mutual trust and respect for all where every person is treated fairly and well. We aim to maximise the number of hours of high-quality learning each pupil experiences and seek to minimise lost learning hours caused by poor behaviour. Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage fully with academic, self and pathways free of distraction. In this environment, they have the best chance of developing positive behaviours and effective habits for learning. We insist on high standards and expectations when it comes to behaviour.

This will pervade all aspects of school life through:
● the culture and values of the school
● how pupils are taught to behave
● our response when pupils behaviour does not meet expectations
● the relationships between staff, pupils and parents.

Behaviour expectations apply to all pupils. However, academies will consider whether behaviour may arise from a pupil's special educational needs, disability, medical condition, communication difficulty or social, emotional and mental health need. Where appropriate, reasonable adjustments will be made to support pupils in meeting expectations while maintaining high standards and safeguarding the rights of others. The Trust recognises that behaviour can be a form of communication and may indicate unmet safeguarding, welfare or mental health needs. Staff will consider whether behaviour concerns require safeguarding action or referral through academy safeguarding procedures.

Aims

The Academy aims to:
● promote the highest possible degree of consensus about standards of behaviour among staff, children and parents
● provide clear guidance to staff, children and parents about standards of behaviour and their application
● encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of successes and problems
● develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and punishments are fairly and consistently applied and that they are appropriate to the situation
● promote tolerance and consideration for others regardless of race, creed, gender/sexual orientation, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying
● ensure the safety and wellbeing of children, members of staff and the general public
● allow children to develop and demonstrate positive abilities and attitudes
● teach children to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour
● teach children to take care of and respect their environment and community
● give children every opportunity to take responsibilities and to make a full contribution to improving behaviour in the Academy

Roles and responsibilities

Trustees

- Review behaviour trends, patterns and outcomes across the Trust, including incidents, suspensions, exclusions and the experiences of different groups of pupils.
- Ensure behaviour policies and procedures remain compliant with statutory guidance, equality duties and safeguarding expectations.
- Hold Trust and academy leaders to account for the consistent implementation, monitoring and impact of behaviour systems.
- Seek assurance that behaviour approaches promote a culture of high expectations, inclusion, safety and belonging across all academies.

Headteachers

- Establish and sustain a positive behaviour culture rooted in clear expectations, strong relationships and high standards.
- Implement academy-specific behaviour systems that reflect both Trust expectations and the needs of the local school community.
- Monitor behaviour patterns, identify emerging trends and take timely action to address concerns and improve outcomes.
- Ensure reasonable adjustments and appropriate support are in place for pupils with SEND, vulnerabilities or additional needs.
- Provide training, guidance and support to staff to promote consistency and effective behaviour management.

Staff

- Consistently apply academy behaviour systems, routines and expectations in a fair, proportionate and professional manner.
- Model the behaviours, attitudes and values expected of pupils through positive relationships and respectful interactions.
- Promote a safe, inclusive and purposeful learning environment where all pupils can succeed.
- Respond to behaviour incidents appropriately and record significant incidents in accordance with academy procedures.
- Work collaboratively with colleagues, families and external professionals to support positive behaviour and pupil wellbeing.

Parents and Carers

- Support academy expectations by encouraging positive behaviour, attendance, punctuality and engagement with learning.
- Work in partnership with academy staff to address concerns and support agreed behaviour strategies.
- Engage constructively with behaviour support processes, meetings and interventions where required.
- Communicate respectfully with academy staff and contribute positively to the wider academy community.

Pupils

- Follow academy expectations and contribute positively to a safe, respectful and inclusive environment.
- Demonstrate respect for the rights, wellbeing and dignity of others, allowing everyone to learn and feel safe.
- Take responsibility for their behaviour, actions and choices, including when things go wrong.
- Engage positively with support, guidance and restorative processes designed to help them succeed.
- Act as positive ambassadors for their academy, both within school and when representing the academy in the wider community.

Rights for All

Our rights are an expression of the fundamental values that we, as a community, encourage, teach and promote. To ensure everyone's rights are protected; members of the community must abide by the 'fair' school rules and accept the responsibility of their own behaviour.

Values held by our schools' communities

- A healthy school is a successful school
- Equality of opportunity and treatment regardless of gender and race
- Caring and tolerance by all members of the community to all members of the community
- Justice and fairness
- Personal responsibility
- To be happy and successful
- Co-operation and participation

We all have the right to

- Learn or teach
- Be safe
- Be treated with respect

Our responsibilities are

- To respect the rights of others
- To have ownership of our behaviour
- To follow the class codes of conduct
- To respect our school environment

Teachers and pupils at the Academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole Academy curriculum which teaches appropriate and relevant social skills to all children.

This enables children to participate fully in the home, Academy and local community and prepares them for the responsibilities of adult life in an ethnically diverse society. We expect children to be well behaved in and out of the Academy. This includes travelling to and from school or within close proximity of the Academy. Where it is deemed that the behaviour of a child outside the Academy, outside of usual school hours, has brought the Academy into disrepute, the Academy reserves the right to take appropriate disciplinary action. This may include sanctions in line with the school's behaviour policy, where such behaviour is considered to have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or adversely affects the reputation of the Academy.

Equality, Inclusion and Reasonable Adjustments

At Inspires MAT, we believe that every child has the right to learn, achieve and belong within a safe and inclusive environment. We are committed to maintaining high expectations for all pupils while recognising that children may require different levels of support in order to achieve success. We recognise that behaviour may sometimes be influenced by factors including special educational needs and disabilities (SEND), social, emotional and mental health needs, communication difficulties, adverse childhood experiences, trauma, medical needs or other vulnerabilities. Staff will seek to understand the reasons behind behaviour and provide support that enables pupils to experience success whilst maintaining the safety and learning of others.

Where appropriate, reasonable adjustments will be made to support pupils in meeting behaviour expectations. Such adjustments may include adaptations to routines, environments, communication approaches, behaviour support plans or pastoral provision. Expectations will remain high for all pupils, whilst responses will be fair, proportionate and informed by individual need. Academies will work collaboratively with pupils, families and external professionals to ensure support is appropriate, effective and promotes positive outcomes. The Trust recognises that behaviour can be a form of communication and that changes in behaviour, incidents involving child-on-child abuse, or repeated behavioural concerns may indicate an underlying safeguarding need.

Safeguarding and Behaviour

At Inspires MAT, we recognise that behaviour and safeguarding are closely connected. Whilst all pupils are expected to meet academy expectations, we understand that behaviour can sometimes be a form of communication and may indicate an unmet need, welfare concern or safeguarding risk. Changes in presentation, patterns of behaviour, withdrawal, emotional dysregulation, persistent disruption or unusual incidents may provide important information about a child's wellbeing. Staff will always remain professionally curious and consider whether behaviour may be linked to safeguarding concerns or wider contextual factors.

Where safeguarding concerns are identified, academy safeguarding procedures will take precedence and appropriate action will be taken in accordance with statutory guidance. This may include support for pupils and families, multi-agency working and referrals to external services where required. The Trust seeks to create environments where children feel safe to speak, know who they can turn to for support and are confident that concerns will be listened to and acted upon.

Child-on-Child Abuse and Harmful Behaviour

At Inspires MAT, we are committed to creating academy communities where every child feels safe, valued, respected and able to learn. We recognise that positive behaviour is rooted in strong relationships, mutual respect and a culture of belonging. The Trust adopts a zero-tolerance approach to all forms of child-on-child abuse. Such behaviours are never dismissed as banter, teasing, growing up or part of childhood and will always be taken seriously.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying.
- Prejudice-based or discriminatory behaviour.

- Racist, homophobic, biphobic or transphobic language or behaviour.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Intimidation, threats or coercive behaviour.
- Abuse that occurs online or through the misuse of technology.
- The creation, sharing or distribution of inappropriate content, including content generated using artificial intelligence.

All members of the school community have a responsibility to contribute to a culture where concerns are reported, listened to and acted upon. Pupils should feel confident that they will be supported if they raise concerns about their own safety or the behaviour of others. Where incidents occur, academy leaders will consider the needs of all pupils involved and will respond proportionately, taking account of safeguarding responsibilities, the age and understanding of the children involved, any vulnerabilities or additional needs, and the impact on those affected.

Responses may include:

- Restorative and educational approaches where appropriate.
- Behaviour support and targeted intervention.
- Safeguarding referrals.
- Support for victims.
- Engagement with parents and carers.
- Involvement of external agencies.
- Formal sanctions in line with academy behaviour procedures.

All incidents of child-on-child abuse will be managed in accordance with the academy's safeguarding procedures and the Trust's safeguarding policies. Where there is reason to believe that a child may be at risk of harm, safeguarding procedures will take precedence over behaviour procedures. Through an ambitious curriculum, effective pastoral support and positive role modelling, Inspires MAT academies seek to develop respectful, responsible and compassionate young people who understand the importance of treating others with dignity, kindness and respect.

Online Behaviour and the Use of Technology

The Trust recognises that behaviour expectations extend beyond the physical school environment and apply whenever a pupil's conduct affects the safety, wellbeing or reputation of members of the academy community. Pupils are expected to use technology responsibly, respectfully and safely. This includes the use of social media platforms, messaging applications, online gaming environments, email, digital collaboration tools and emerging technologies, including artificial intelligence. Behaviour that causes harm to others, including bullying, harassment, intimidation, discriminatory language, the creation or sharing of inappropriate content, impersonation, or the misuse of AI-generated material, will be taken seriously regardless of where or when it occurs. Academies will work proactively to educate pupils about online safety, responsible technology use and the importance of demonstrating respect and integrity in all digital interactions.

Searching, Screening and Confiscation

Inspires MAT academies have a responsibility to maintain safe, orderly and productive learning environments for all members of the school community. Where there are reasonable grounds to do so, academies may undertake searches, screening and confiscation in accordance with current legislation and Department for Education guidance. These powers will always be exercised lawfully, proportionately and respectfully. Certain items may present a risk to safety, wellbeing or learning and may therefore be confiscated where appropriate. Academy leaders will exercise professional judgement when determining the most appropriate response and will consider the circumstances of each incident carefully. Where required, parents and carers will be informed and appropriate records maintained in line with academy procedures.

Physical Intervention and Restrictive Practices

Inspires MAT believes that positive relationships, effective communication and early intervention are the most effective ways to support pupils and prevent situations from escalating. There may, however, be exceptional circumstances where reasonable and proportionate physical intervention is necessary in order to prevent injury, serious disruption, criminal activity or significant damage to property. Any use of physical intervention will be lawful, proportionate and used only for the shortest time necessary. Staff will seek wherever possible to use de-escalation strategies and preventative approaches before physical intervention becomes necessary. All incidents involving physical intervention will be appropriately recorded, reviewed and monitored. Where required, parents and carers will be informed and appropriate support offered to those involved.

Suspensions and Permanent Exclusions

Inspires MAT is committed to inclusion and recognises the importance of keeping pupils engaged in education. Every effort will be made to understand need, provide support and implement appropriate interventions before exclusion is considered. There may, however, be occasions where a suspension or permanent exclusion is necessary in order to maintain the safety, welfare and education of others or where serious breaches of academy expectations have occurred. Decisions regarding suspension and exclusion will take account of safeguarding responsibilities, equality duties and any known additional needs. Academies will work closely with pupils, families, Trust leaders and external agencies to promote positive outcomes and facilitate successful reintegration wherever possible. Following a suspension, pupils and families will be supported through a reintegration process designed to promote successful return to education and reduce the risk of recurrence.

Roles and Shared Responsibility

Creating a positive culture of behaviour is a collective responsibility shared by all members of the academy community. Roles and responsibilities are outlined earlier within this policy.

Monitoring, Evaluation and Continuous Improvement

Inspires MAT is committed to continually reviewing and improving behaviour provision across its academies. Behaviour information, including rewards, incidents, suspensions, exclusions, attendance patterns and safeguarding information, will be monitored by academy and Trust leaders to identify strengths, trends and areas requiring additional support. Particular attention will be given to ensuring that behaviour systems are fair, inclusive and equitable for all pupils. Analysis may consider factors such as age, year group, vulnerability, special educational needs, disability and protected

characteristics. The Trust will use monitoring, stakeholder feedback and quality assurance activities to support continual improvement and ensure that behaviour systems promote safe, inclusive and aspirational learning environments for all.

Mobile Phones and Smart Devices

Academies may restrict, collect or prohibit the use of mobile phones and smart devices during the school day in accordance with academy procedures.

Malicious Allegations

Where a pupil is found to have made a deliberately false and malicious allegation against another pupil or member of staff, the academy will respond in accordance with this policy, safeguarding procedures and relevant statutory guidance.

School procedures: celebrating achievement within our school (Part B)

All schools within the Inspires MAT will utilise a variation of the strategies below at varying times of the year. Evidence suggests that a one-size-all strategy does not suit each class, let alone each school. As such Leaders will apply various initiatives during the academic year which are pertinent to the needs of their school and their class. Additionally, strategies to support positive interactions and high levels of engagement require regular review, adaptation and refinement to meet the ever-changing needs of the children.

School rules

School rules serve to protect the rights of all members of the school community. These rules are displayed in a prominent position in every classroom. They are revisited at regular intervals throughout the school year and the children are encouraged to show responsibility in abiding by them. All procedures and strategies are based on these 'fair' rules.

Codes of Conduct

At the beginning of each new school year the class teacher and children will formulate a class Code of Conduct to operate alongside the school rules. This will be the basis for all classroom behaviour improvement. The children and staff from each class in the year group, then get together to formulate their Code of Conduct for the year (see Establishment Procedures for details). These rules will be revisited at regular intervals throughout the school year.

Circle Time

Circle Time and class meetings provide a structured forum for class discussions. They give teachers great insight into pupils' attitudes, concerns and opinions on school topics. Within this framework, topics such as making rules and behaviour can be discussed in an open, democratic way. Circle Time promotes group co-operation and cohesion as well as raising self-esteem.

Circle Time can be very rewarding for both staff and pupils as they build up trust with one another. It is essential to ensure that all participants in Circle Time feel comfortable. There are many 'warmup' activities that can be used to achieve this.

Celebration of Achievement – Whole school approaches

The whole school approach to behaviour improvement is a positive approach and the celebration of achievement is an essential part of this. The more valued a child feels the more positive is their self-image. When children feel their efforts and achievements are recognised by the other children and adults within a school, they will strive to achieve more. Fundamental to any whole school, positive approach to behaviour improvement is the support of the Head Teacher.

The Headteacher's Input

Promotion of a positive system of behaviour improvement must begin with the Headteacher. It is essential that he/she has a very active and high-profile participation in the celebration of achievement. At **xxxx** this happens through:

Headteacher awards/stickers

The Headteacher has a collection of special stickers that the children can choose from when they bring examples of excellent work [for that child]. The sticker is attached to the work and initialed by the Headteacher; a copy may be taken to send home for parents/carers.

Headteacher certificates

These certificates are awarded for participation in special events or contributing to school life in a special way. These can be individual or class awards [e.g. participation in District Sports, Music Festival]. These are often presented at a whole school assembly.

Pupil certificates and stickers

At the end of each week a whole school assembly is held to celebrate the special achievement of one child from each class. The Headteacher leads this assembly and class teachers explain to the whole school how and why the child has been nominated for the award.

Ambassador of the Week

Each week one child will be nominated by their peers as 'Ambassador of the Week'. They will consistently have been a good ambassador for the school, within their class, on the playground and around the whole school site. Children receive certificates, which are presented during Ambassador Assembly.

Contact with Parents

Staff often inform parents personally of their child's special achievement, by telephone, before or after school and through the Home School books or emails.

House System

Children are awarded House Points to acknowledge a wide variety of achievements or successes. This includes acts of kindness to others; good manners, offering questions or answers in class; identifying mistakes in their work and using this as a learning opportunity. Every child belongs to one of the three houses and the House Captains count and record the total number of House Points for each house weekly. An announcement is made after Ambassador assembly and the winning house has their house ribbons attached to the House Trophy, which is displayed in the entrance. There are regular House Assemblies and the children vote for which charity they want to support and discuss strategies and ideas to raise money for their nominated charity.

Walkabouts

The Senior Leadership Team spend time in classes, observing and talking to children, looking at work and celebrating individual/class successes. This is very supportive for Class Teachers and indicates to the children that the senior management of the school take an active interest in their classroom activities. Positive comments show appreciation of the hard work resulting in a good classroom atmosphere.

MDA stickers

MDAs on the playground award stickers and/or House Points for a number of reasons including appropriate behaviour, good choices and for having a healthy lunch. This helps the children have a sense of continuity and consistently all through the day.

Any **additional** rewards etc. specific to the school:

Celebration of Achievement – Classroom procedures

Classroom management

- Class teachers, HLSAs and LSAs should plan very carefully to ensure their lessons run efficiently and effectively at all times.
- All classrooms should be organised so that the children have adequate working space and easy access to equipment. Books and other resources should be displayed to create an attractive, stimulating work environment.
- Class teachers should take much time on displaying children's work, demonstrating how this work is valued. All children should have work displayed over the year.

Planning

Work planned by the class teacher should be differentiated to cater for the individual children's abilities and needs. Teaching of activities should be very varied so the children experience a wide range of teaching styles and stimuli. Support staff should work alongside the class teacher to support individual children or small groups.

Examples of classroom reward systems

The following list is not exhaustive but is designed to demonstrate the variety of strategies each class may utilise. These strategies will often require variation to ensure engagement.

Use coupons/tickets.

For children to understand the difference between effort and outcome they will be rewarded with coupons/tickets due to sustained effort and sticking at a task. This can be taken home and shared with a parent with the child recording the reason on the coupon/ticket.

Enlist the help of a special stuffy.

Use of a special stuffed animal that serves as the class mascot. To reward hard work from one of the children, the mascot will wordlessly be set on their desk. The child will not only feel a sense of pride but will also motivate the learners around them.

Collect warm fuzzies.

A jar of warm fuzzies is used to reward acts of good learning behaviour in the classroom. Each child gets their own bucket made out of a yoghurt pot. Whenever a child does something appropriate to good learning, he or she is rewarded with a fuzzy pom-pom. When a child's bucket is filled up to the top the class applauds and the child gets to dump it into the class bucket (a plastic beach bucket). When the beach bucket is full the whole class gets a reward.

Give them pride badge.

A supply of colourful "Ask me" plastic badges are prepared for children to wear for the day when they make a good choice or do great work in class. Other children will be motivated to earn one for themselves.

Pass out the punch cards.

A punch card system tied to independent work completion is deployed. Each child gets his or her own card, and when all of the stars have been punched, they earn a personal privilege. You can tailor the focus of your class's card to suit your needs.

Brag tags.

A range of tags that relate to various learning behaviours will be utilised. As a child is evidenced undertaking one of those behaviours, they get that specific tag. The goal is to achieve the full set. Once completed a specific reward can be agreed.

Star note.

When a child is seen doing something exceptionally well such as sharing, being kind, or focussing on learning they receive "Star Note." A star note is a little postcard sent home with a child to share good news with their parents.

Catch them being awesome!

A ticket system is used whereby children are given a ticket when they are seen doing something exceptional, being kind, or being a good role model. They write their name on the ticket and put it in a "Caught Being Awesome" jar. Once the jar is full, they get an incentive: extra playtime, etc. They also get their tickets back at the end so they can remember the things they did to contribute to the class.

Simple steps towards effective behaviour management

- Establish a positive supportive relationship with the children.
- Ensure that children are stimulated and working on purposeful activities. Well-motivated children rarely cause problems!
- Regularly reward positive behaviour, with attention, praise and encouragement.
- Identify problem areas/sessions and try to divert or modify the child's behaviour before there is a need for disciplinary measures.
- Be very familiar with the school rules. Use rules reminders, and be clear, polite, consistent and firm about the behaviour boundaries.
- Always remain calm when speaking to children. This helps maintain authority and confidence. It also preserves the positive relationship with the child/children. Whenever possible, ensure that the child is calm and reasonably receptive before you discuss behavioural issues.
- Avoid discussing behaviour incidents in public. If the child feels humiliated in front of his/her peers the reaction will often be more extreme, than in a more private setting.
- Try to avoid confrontation. If this is impossible, ensure a respectful approach is always used. Always focus on the behaviour rather than the individual.
- Be consistent in using school procedures, so staff can support each other in addressing individual children's behavioural needs and the needs of the whole school.

Raising children self-esteem is the most effective way of improving their behaviour. If the child spends much of his/her time with adults who concentrate on their failings, their self-esteem or self-image may be damaged. Their emotional, social and academic development could be blighted. If, however, a child experiences respect for their opinions, has appropriate behaviour reinforced and is given time and approval, they will develop a sense of security, identity, belonging and competence. The best way to enhance a pupil's self-esteem is to, verbally and through actions, makes them feel special.

Appendix 1: Progression of expectations – each school will adapt accordingly

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message		
Stage	**Example behaviour**	**Script**
1.REMINDER	• Refusal/disobeying instructions • Disruption of others learning (indirectly) • Inappropriate behaviour (physical contact or annoying gestures) • Inappropriate response	I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice. Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2.WARNING	• Targeted disruption of others learning • Continued refusal to comply with instructions • Physical aggression (to another or general) • Rudeness to an adult • Persistent low-level behaviours	I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when ….(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3.TIME OUT	• Lack of compliance after previous warnings • Persistent medium level behaviours • Endangering the safety of others • Seriously impacting on the learning of others	I noticed you chose to …… (noticed behaviour) You need to…..(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to….(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to another adult in front of the child*
4.FOLLOW UP – REPAIR & RESTORE		• What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
5.INTERNAL ISOLATION	• No improvement following restore • Persistent disrespect towards staff • Continued disruptive behaviour • Serious physical/verbal actions	You have chosen not to adhere to the school behaviour code. I would like you to reflect on your behaviour and choose the right way to behave in the future. I am happy to explain what we would like to see, what we want to see is…… Should you choose not to change your behaviour then the next period of isolation will be for 3/5 days
6.SUSPENSION/ EXCLUSION	• No change in behaviour following internal exclusion • Seriously endangering others or themselves	Your behaviour is unacceptable and not what we expect of children at The Academy. What we want from you is……

BEHAVIOUR PATHWAYS

Demonstrating a clear escalation process is so important. It's a big part of ensuring consistency and certainty for the child.

All members of staff start with RELATIONSHIPS being positive, taking ownership of forming good relationships with children in their classes and keeping children working within the stepped boundaries listed above. This is the GREEN PATHWAY:



If this negative behaviour is repeated, despite reminders and conversations about the 3 school rules, the child moves to the ORANGE PATHWAY:



At this point the child needs to have it explained to them that they have repeatedly broken the school rules and aren't behaving in a way we expect at school. Explain it is now being formally recorded and they need additional timeout. It also means that the next time they choose to do this a sanction will be imposed and other adults will be involved. This conversation should be done privately during repair time. The child should be shown a child-friendly copy of the behaviour pathway.

If this is repeated further, the child moves to the RED PATHWAY:



The repair meeting now needs to include the phase leader and a phone call home to parents. An immediate sanction needs tobe put into place and a plan of action decided as to how to manage the behaviour differently. This now needs explaining to the child in private and other adults including need to be involved.

Immediate 'Red pathway' behaviours:

Any and all incidents involving racial, homophobic and repeated bullying-type behaviour, including physical behaviour will be logged down immediately and move to RED PATHWAY with sanctions and action plans being implemented.

LOGGING AND TRACKING

Once a child's behaviour reaches the ORANGE PATHWAY this will be logged down using behaviour sheets and completing the behaviour calendar. The type of behaviour exhibited will be recorded and tracked so that patterns in types of behaviour for individuals and for the school as a whole can be examined. Forms are kept in a year group folder and checked regularly by class teachers and the senior leadership team to ensure escalation is robust and families are kept informed where appropriate.

Our approach when addressing behaviour which significantly disrupts learning/ is defiant

Disruptive behaviour or verbal behaviour

Any name calling, disruptive behaviour, inappropriate actions towards others or the breaking of school rules will result in the loss of a break time and/or lunchtime. The class teacher will then begin a consequence monitoring chart in order to track behaviour over a period of time (Appendix A)

When incidents of this type are highlighted to a member of staff they will inform a member of the Senior Leadership Team (SLT) who will keep a record of the incidents. **Two incidents involving the same child** will result in the Headteacher **contacting parents.** Further incidents will result in the implementation of an individual behaviour plan. All behaviour records will be kept in a designated file in the Headteacher's office.

Aggressive behaviour or inappropriate physical contact

Incidents which involve a **child being aggressive either in an intimidating manner of through physical actions** will be passed by the member of staff directly to a member of the SLT. If an investigation corroborates actions of this type the sanction will be immediate **loss of break time and lunchtime for 3 days with parents being informed by the SLT member**. All records will be kept.

Should the child persist in this manner the Headteacher will arrange a meeting with the parents whereby sanctions from loss of break time and lunchtime for a week up to suspension (internal/external) may occur. All behaviour records will be kept in a designated file in the Headteacher's room.

Members of the SLT will also ensure they are visible on the playground during lunchtimes for approximately 20 minutes. Extreme incidents will be reported directly to the Head teacher. Should a child persistently cause concern when the class teacher is away from the class (PPA, on a course, etc.) then the child will be removed to the Headteacher for that session or to other designated staff. The behaviour file must be kept up to date with all incidents recorded and the school procedures followed. This will help us to have an evidence trail should parent meetings be held and more severe sanctions be needed.