

Primary Behaviour Policy

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Children First

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This policy applies to:

All Trust primary settings and any school converting into the trust since the last review and approval of this policy. Where this policy states 'school' this means any of our educational establishments and the wider Trust. Where this policy states 'Headteacher' this also includes 'Head of School' and 'Centre Manager'.

1: Our Ethos and Values at Mowbray Education Trust

Our Why

Every child is uniquely important and of equal worth.

- Every child has the right to a world class education, irrespective of their starting point.
- Through education, every child should be able to achieve their potential and ultimately improve their lives and the lives of those around them.

Our How:

- By carefully selecting the best skills and knowledge and using it to shape our curriculum; and by developing our students' long-term memory of this curriculum; we can improve our young people's lives and the lives of those around them.
- Select the knowledge and skills
- Improve the memory

Our What:

- We create and deliver an inspirational, knowledge rich curriculum, full of the best knowledge and skills.
- We focus on strategies to develop long term memory
- We have the highest expectations for the culture of our settings and the behaviour of our young people
- We create and deliver an enrichment programme that enables young people to be better humans

We believe that by focusing on the following 5 priorities, we will be able to ensure that we deliver our ethos and values successfully to all of our community, especially the most vulnerable:

- Great attendance
- Great belonging
- Great routines
- Great Teaching and learning
- Great community support
-

We believe that by establishing a series of great routines for learning, this will encourage a strong sense of belonging for all of our young people. If they feel that they belong, this will ensure that teaching and learning will be more effective, ultimately creating a more fertile environment for the curriculum to be better learned and remembered.

We believe it is our moral duty to prepare our young people to be successful as adults, by teaching them the behaviours, habits and routines of the most successful. These include a focus on respect, kindness,

self-regulation and pride.

We believe that by teaching behaviour as a discreet curriculum area, we will be able to play a part in tackling social injustice.

Freedom to think creatively:

We do not want our young people to have to make decisions every day, over things they do every day. We will teach them the routines, behaviours of the most successful: training them to be successful in adult life; reducing stress; reducing conflict; creating more thinking time for creativity and imagination.

Encouraging self-regulation:

Cognitive Science tells us that our young people will have more successful lives if they are taught how to self-regulate. We know that deferred gratification increases with maturity – enabling us to make decisions that will help us in the future. We also know that if left alone, children make decisions focused on immediate gratification – sometimes this means that they make choices that may not be good for them.

We believe it is our responsibility to protect young people from this by enabling them to make good decisions and by teaching them to make these decisions for themselves in the future.

2: Our Aim

For all children in our primary schools to believe and achieve in a safe, respectful and supportive environment.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught like any other curriculum area and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- Behaviour mistakes are learning opportunities.
- A child with problems is the school's problem not an individual teacher's problem.
- We expect a positive and consistent approach towards every aspect of school life from all members of our school community. The full support of parents will be actively sought and welcomed.
- We will pay attention to what we want to see more of.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem through targeted positive feedback, mutual respect and a nurturing environment.

- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To promote among pupils, self-discipline and proper regard for authority.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.
- To develop positive attitudes to learning leading to confident, self-assured learners.
- To encourage children to become thoughtful, caring and active citizens.

3: Whole School Rules

We will endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which we can all flourish.

We will establish a set of whole school rules which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

Our whole school rules are:

- Be respectful
- Be kind
- Be self-regulated
- Take pride in yourself and your environment

Please see school Pupil Booklet for further guidance and explanation.

4: Routines and Expectations

The first week of the school year will be devoted to 'Behaviour Boost' (see Appendix 1). This will explicitly teach, model and practise the routines and school rules to all the children so that each routine becomes a

habit. There will be continual reminders, reiteration, and reinforcement from all staff at all times.

4:1 Classroom Expectations

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Completing any morning work or tasks without being asked.
- Exhibiting good learning behaviours: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker/ Carpet Rules for pupils in EYFS
- Raising hands before contributing to class discussions, unless instructed differently
- Speaking audibly in full sentences when making contributions to class discussion
- Relishing challenge and showing resilience
- Practising good respiratory and hand hygiene
- Looking after our equipment

4:2 Playground Expectations

At our primary schools, we recognise the unique contribution playground activities makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health.

In particular we recognise that increased levels of physical activity not only improve children's health and fitness but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it

- Tidying up equipment at the end of break times and lunch times
- Putting litter in the bins provided
- Being kind and helpful
- Lining up quickly and quietly
- Demonstrating Fantastic Walking when entering/exiting the playground
- Golden rule: Treat others the way you want to be treated

4:3 Dining Hall Expectations

At our primary schools, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunch times.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up sensibly, talking at a moderate volume
- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their tables
- Using good table manners when they are eating, using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Asking an adult before they begin eating their dessert (R, KS1)
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Using Fantastic Walking for transitions between the playground and the dining hall/classroom

4:4 Corridor Expectations

As part of our self-regulation rule, children are expected to move around the school calmly and quietly using Fantastic Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Fantastic Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Fantastic Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly

- Walking with hands at your sides
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor

4:5 Assembly Expectations

Assemblies provide an opportunity to reinforce our ethos, values and mission statement. Our school community typically gathers together in Key Stage Groups throughout the week. Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently using Fantastic Walking
- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker
- Sitting still, keeping hands to themselves
- Using reflection time thoughtfully
- Joining in with songs and hymns
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so
- Walking silently back to class using Fantastic Walking

4:6 Library Expectations

At our primary schools, our library spaces provides a calm space for all pupils to think, create, share, and grow in their love of reading.

Pupils are expected to adhere to a number of expectations when using the library, which include:

- Walking to and from the library calmly, using Fantastic Walking
- Being very quiet when using the library
- Returning books to their correct place when choosing a book
- Treating our library books with respect and care
- Returning their library book before borrowing another
- Keeping our library neat and tidy
- Reporting books which are damaged to an adult
- Being kind and taking turns (sharing comfy seating and exciting books etc.)
- Listening carefully during stories or instructions from an adult.

4:7 School Trip/Local Community Expectations

Students are expected to act as ambassadors for the school when out in the local community or on a

school trip. Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
 - Listening carefully to adults and following instructions – first time, everytime
 - Respecting the local environment by not littering or damaging property
 - Using quiet voices to speak with their partner, particularly when walking through residential areas
 - Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
 - Taking care of one another and sticking with their group/partner
 - Following the Whole School Rules
 - Telling an adult if they are feeling unwell

4:8 Incidents after school:

Whilst the school is not responsible for the behaviour of the children outside school hours, we feel the behaviour reflects upon us. We will therefore take any incidents which occur within the community seriously and, where appropriate, will follow school procedure as written in this policy. This will usually only extend to incidents that occur on the way to or from school. However, if we are made aware of incidents at other times, we will ensure that parents are informed and supported as appropriate. (see also the Anti-Bullying policy)

5: Roles and responsibilities

It remains the overall responsibility of the Head Teacher and the Senior Leadership Team to ensure that high standards of discipline are maintained on a daily basis. However, throughout our schools, we acknowledge the responsibility of every person- adult and child- in promoting and maintaining high standards of behaviour at all times.

5:1 The Headteacher and Senior Leadership team will:

- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Reports to Trustees regarding the effectiveness of the Behaviour Policy and on the frequency of significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour

- To investigate and action significant Behaviour incidents, updating My Concern
- Ensure appropriate and proportionate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy on an annual basis
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management
- Use the RRS Booklet when speaking to children about their behaviour

5:2 The Assistant Headteachers, Pastoral Manager and Phase Leaders will:

- Assist with monitoring that the Behaviour Policy is being implemented consistently by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model
- Support staff in dealing with difficult pupil behaviour
- Investigate and action Significant Behaviour where necessary
- Use the Trust scripts when speaking to children about their behaviour (see RRS Booklet for further details)

5:3 All teaching / LSA staff will:

- Explicitly teach the Whole School Rules and routines to the children
- Make sure that they are always present to supervise children in the classroom
- Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 2)
- Use praise and positive reinforcement as the primary technique for encouraging good behavior
- Use the Rainbow Road and other in-class reward systems to reward pupils who go *above and beyond* expectations (Appendix 3)
- Celebrate children's success through rewards and success linked to the key school rules each week.
- Use the yellow, amber, red card warning system consistently for disruptive and difficult behaviour
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the SLT/SEND Team to create Individual Behaviour Plans for pupils who need additional support with behaviour

- Record all significant behaviour incidents (red time out) on My Concern and inform a member of SLT
- Ensure that Reflection Records are collated and passed to the appropriate staff member to review each week. (See reflection record)
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the Trust shared scripts when speaking to children about their behaviour (See RRS booklet)

5:4 All Lunchtime Supervisors will:

- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going *above and beyond* to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use House Points and lunchtime award stickers to reward children who go *above and beyond* playground/dining hall expectations
- Give the Headteacher/Assistant Heads the names of children who have gone above and beyond expectations to receive praise
- Ensure the children use Fantastic Walking when moving around school
- Insisting the children line up quietly and back into school silently
- Communicate behavioural successes and concerns with the child's classteacher
- Use the yellow/red card warning system consistently for Disruptive and difficult behaviour
- Report all dangerous behaviour to a member of SLT
- Use the Trust Shared scripts when speaking to children about their behaviour

5:5 Children will:

- Follow the Whole School Rules, routines and expectation
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept sanctions and be willing to be reflective, with a view to making good choices in the future
- Pupils in Year 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils. The roles of School Counselor and House and Sports Captains are considered to be reflective

of the positive attitudes and standards to which all pupils should aspire.

5:6 Parents will:

- Support the school's Behaviour Policy
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behavior
- Attend Parents' Evenings
- Discuss the Whole School Rules with their child, emphasising their support of them and assisting when possible, with their enforcement
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Remember that all staff approach behavioural incidents patiently and positively

5:7 The Executive Team / Trustees will:

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of significant behaviour incidents
- Evaluate the effectiveness of the policy with the Headteacher

5:8 Staff Code of Conduct

The Staff Code of Conduct Policy has been shared with all those working within our school community. This document details the staff code of conduct and gives further guidance on the roles and responsibilities of staff members. Further detail on staff conduct can also be found in the Trust Staff Handbook.

6: Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Desirable Behaviour:	Staff members responsible for feedback:
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<p>Going above and beyond expectations Relishing challenge</p> <p>Working together</p> <p>Engaging enthusiastically in lessons Listening carefully</p> <p>Being kind</p> <p>Looking after the school environment Using Fantastic Walking</p> <p>High standards of respiratory and tactile hygiene Good manners</p>	<p>All staff</p>
Examples of Disruptive Behaviour	Staff members responsible for feedback:
<p>Minor misbehaviour in corridors or around school (running, wrong side etc.)</p> <p>Disheveled uniform (untucked shirt) Untidy written work</p> <p>Shouting out in class</p> <p>Swinging on their chair</p> <p>Disengagement in class/worship/assembly Distracting others</p> <p>Negatively impacting on the learning of other pupils Talking in class</p> <p>Failure to follow instructions</p> <p>Entering the school building needlessly at break/lunchtime Showing a lack of care for school property</p> <p>Not respecting other pupils' personal space</p> <p>Touching or pushing one another when lining up</p> <p>Rude or disrespectful behaviour – using unkind words</p>	<p>Class teachers, Learning Support Assistants, Pastoral and admin staff and Lunchtime Supervisors</p>
Examples of Difficult Behaviour:	Staff members responsible for feedback:
<p>Persistent disruptive behaviour (see above)</p> <p>Refusal to complete tasks set Kicking out (not directly at a person) Throwing objects (not directly at a person)</p> <p>Hitting out (not directly at a person) Damaging school</p>	<p>Class teachers, Learning Support Assistants, Lunchtime Supervisors, Pastoral and admin staff and Phase Leaders/Assistant Heads</p>

property intentionally	
Examples of Dangerous Behaviour:	Staff members responsible for feedback:
Persistent difficult behaviour (see above) Stealing Spitting (on the floor or at others) Coughing/breathing on others deliberately Targeted hitting, pinching or kicking Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	Headteacher and Assistant Heads / Inclusion manager

7: Rewarding Desirable Behaviour and Achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. The trust primary schools will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. The Rainbow Road
- Letters, messages or phone calls home to parents
- Being sent to the subject lead or member of the SLT to show their work
- In-class reward systems which could include many different things: stickers, cumulative class rewards (marbles, pasta, table points)
- Star of the Week (weekly)
- A celebration assembly is held regularly in celebration of pupils' success in and beyond the school day
- Whole class treats
- Moving up to Silver or Gold
- Headteachers Awards (Half Termly) with photos on the Wall of Fame

8: Sanctions

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *Reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be **exhibiting a range of Disruptive or Difficult behaviours** it may be necessary to give additional sanctions.

Tiered Sanction	Explanation and Feedback
Warning	<p>Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change.</p> <p>Example: “I notice that you are shouting out which is breaking our school rule of being respectful. If this continues you will move to yellow which means you will stay in to speak with me for some of your break- time/have a time on the spot (EYFS). Do you remember yesterday, when you put your hand up and made some wonderful contributions to our class discussion? That is what I need to see from you today. Thank you.”</p>
Yellow Level	<p>Explain that they have still chosen not to follow our school rules and as a consequence they have been placed on Yellow Level. This means they must complete a reflection sheet and finish their work during the next break time.</p> <p>Warn that if they chose to break the rules again they will move to the next level with further consequences.</p> <p>Example: “I notice that you are still not being respectful. You are breaking our school rule of being respectful. You have now moved to Yellow Level. You have now chosen to spend some of your breaktime speaking with me/catching up on the work you have missed.”</p>
Amber Level	<p>Explain that continued disruption will now result in placing them on Amber level and they will be sent to a buddy class to reflect on their behaviours and fill in a form showing the restorative approach taken, this will offer the opportunity to offer an apology for their behaviour to the appropriate person.</p>

Red Card

Explain that they have continued to choose not to follow the rules and as a consequence they have been moved to Red Level. This means that they will now need to spend the full breaktime reflecting on their choices in a designated area. In instances of *Difficult Behaviour*, a School Leader/ Assistant Head will also discuss the behaviour with the child.

Example: "You are continuing to break the school rule of being respectful and because of this you have received a red card. You will now spend your breaktime thinking about the choices you have made. During this time, you will be spoken to by a member of the school leadership team and you will complete a Behaviour Reflection sheet/ catch up on your work. You will also have a letter

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit **Disruptive or Difficult Behaviour**, adults will respond calmly following the scripted intervention set out below.

8:1 Restorative Conversations

Once a child has reached a second yellow level or a red level, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection (Appendix 5). Copies of Behaviour Reflection sheets should be kept by the teacher for reference but passed on to the pastoral and Inclusion manager at the end of week for analysis.

Restorative feedback involves asking the following questions:

- What happened/ which school rule was broken?
- What were you thinking/ feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

8:2 Return to Green

The main point of any behaviour strategy is to have clear consequences and rewards and to help children to learn that making good choices is the best thing to do both for themselves and their peers. It is critical that they learn that behaviour is a choice that they control. As part of this, they need to learn that a poor choice can be rectified and demonstrating the right behaviours will enable them to recover the situation. If children do not have this as an option, what is the incentive to change their behaviour? Therefore, is it positive or negative as a system.

Teachers have autonomy in their classroom and all children are individuals. Consistency is critical but it is important to remember that equality does not mean treating everyone equally as all children have different needs.

An example:

At 9:00am, Joe is shouting out and not following instructions first time every time. He has had his verbal warning and has continued to make poor choices. Follow the script and move Joe to Yellow. Then quietly talk to him to ensure he understands your expectations. Something like: "Are you clear what you need to do to move back to Green? Good, then I will be looking out for that." If he is clearly making an effort then you need to pick an appropriate time (maybe break) to say, "I am really pleased that you have made such good choices Joe. I am moving you back to Green and now you I want you to aim even higher than that."

If you feel that Joe has not made enough effort, then at break time you would say something like, "I can't move you back to green yet because of Let's aim for being back on Green by lunch."

You know your children and whether they are making a good effort or not. As long as you have maintained expectations and followed the scripts and sanctions then you decide when a child moves back to Green. However, if a child is placed on Red for any reason then they remain on Red for the rest of the day.

9: Additional Support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The SEND/Pastoral Team will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate an Individual Behaviour Plan (Appendix 4) for the pupil if challenging behaviour persists. They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success (Appendix 5).

Where necessary, support and advice will also be sought from Specialists within the Trust, specialist teachers, educational psychologists, 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.

10: Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

11: Physical restraint

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

- Hurting themselves or others
- Damaging property

Incidents of physical restraint

must:

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

12: Links with other policies

The behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Staff Code of Conduct
- Exclusions Policy
- Child Protection Policy
- Equality and Diversity
- SEND Policy
- Accessibility Plan

13: Sources used in the formulation of the Behaviour Policy:

Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)

Teach Like a Champion, Doug Lemov (2015)

Improving Behaviour in Schools, The Education Endowment Foundation (2019)

14: Recording

All staff record concerning incidents of misbehaviour (Dangerous Behaviour/Red level). The Senior Leadership Team will action these incidents and inform parents when necessary. These are reviewed and monitored by the allocated members of the SLT.

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

15: Monitoring Arrangements

The Behaviour Policy will be formally reviewed by the Head Teacher group and Trustees annually.

Log of Changes to Policy			
Page	Change	Approver	Date
Whole document	Change reference from individual school to 'primary schools'		
	Insert change log		
	Update dates and personnel changes		
Whole Document	Removed unnecessary references to staff. Inserted support from Trust Specialist Removed specific recording mechanisms to suit all settings. Removed Appendix 1 – behaviour boost Removed appendix 2 – example of reward chart Removed appendix 6 – dress code Amended appendix 7 – typo and change communication platform to Weduc	SH/SB	Sept 2023
Whole Document	Update dates Addition of Amber level sanction – pg. 15		Sept 24
1.3	No changes required	SH/IT	Nov 25

Appendix 1 Behaviour Management Strategies

Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch.
Morning activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
“Review Now” follow-up	Briefly recap the answers of the morning activity together as a class.
SLANT	<p>Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT:</p> <ul style="list-style-type: none"> • Sit up • Listen carefully • Ask and Answer Questions • Never Interrupt • Track the speaker
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine.
Pastores Perch	<p>Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. Position yourself in the corner of the classroom so that you now able to see all learners simultaneously</p> <p>https://www.teachingworks.org/images/files/UncomSchoolsTW101613.pdf</p>
Be Seen Looking	Show that you are monitoring the class closely by titling your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	<p>Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils.</p> <p>All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours:</p> <ol style="list-style-type: none"> 1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: ‘We’re tracking. Just waiting for 100%. We need one person ... and 100%.’ 3. Verbal named reminder: “I notice that you are shouting out, ___. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being

respectful. Thank you.”

Cold Calling	Call on students to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call's positive.
NooptOut	Turn 'I don't' Know' into success by ensuring that pupils who won't try or can't answer practice getting it right. Format 1: The teacher provides the answer, the pupil repeats the answer Format 2: Another student provides the answer, the initial student repeats the answer Format 3: The teacher provides a cue, the pupil uses the cue to find the answer Format 4: Another pupil provides the cue, the initial pupil uses the cue to find the answer
Right is Right	When responding to answers in class, hold out for answers that are 'all-the-way-right". Probe and encourage until the question posed have been answer in full and well. E.g. "Can you explain what you mean in more detail?" "Can you develop your answer further?"
Stretch It	Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.
Format matters	When responding to answers in class pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)

Warm/Strict	<p>Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by:</p> <ul style="list-style-type: none"> • Explaining to students why you're doing what you are doing • Distinguishing between behaviour and people • Demonstrate that consequences are temporary • Warm non-verbal behaviour
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Appendix 2 School Classroom Management Chart



Gold—for consistently modelling our school rules and setting an exemplary example at all times. Can also be for activities that demonstrate these attitudes and behaviours outside school.



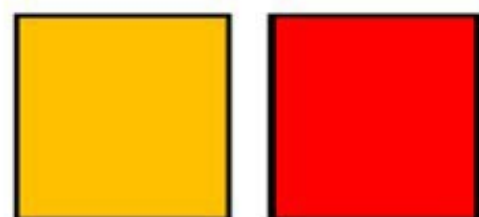
Silver—going over and above what our basic Green expectations are. Being a great role model and demonstrating a high level of commitment to enacting our school rules.



Green—these are our minimum expectations for behaviour and attitudes from all pupils. Regardless of where they finish the day, they will start each day on Green. Refer to pupil book for minimum expectations



Yellow—following a verbal warning, if the behaviour isn't changed or is repeated, children will move to yellow and complete an in class reflection.



Amber—if there is still no improvement, children move to amber and go to a buddy class for reflection.

Red- - for a serious breach of our rules or for not showing improvement after reflection. There will be a letter home to parents as well as SLT input.

You can use a variety of methods for pupil names such as pegs, stickers etc. Reception classes can take out Amber and Silver to make it easier to understand.

Remember that you are then looking for opportunities to move children back to green if they have made a behaviour mistake but they need to clearly demonstrate this. You may also want to keep children in at a break time to complete missed work due to reflection time.




Appendix 3 Reflection Record

Reflection Record

Name:	Class:
Date:	Time:

Which school rule have I broken?	How have I done this?
<div style="display: flex; flex-wrap: wrap;"> <div style="background-color: #00a0e3; color: white; padding: 5px; margin: 5px; width: 50%;">1 . Be Respectful</div> <div style="background-color: #e30000; color: white; padding: 5px; margin: 5px; width: 50%;">2 . Be Kind</div> <div style="background-color: #99cc33; color: black; padding: 5px; margin: 5px; width: 50%;">3 . Be Self-regulated</div> <div style="background-color: #cc00cc; color: black; padding: 5px; margin: 5px; width: 50%;">4 . Take pride in yourself and your environment</div> </div>	

Who has been affected by my behaviour?
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How do I feel? KS1 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Worried </div> <div style="text-align: center;">  Happy </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  Sad </div> <div style="text-align: center;">  Confused </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  Angry </div> <div style="text-align: center;">  Sorry </div> </div>	How do I feel? KS2
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What can I do differently next time?
The consequence of my behaviour is?

Take this record back to your class teacher

Child Signature:

Adult signature:

*Schools across the Trust may use a bespoke version of this form.

Pending Approval

Appendix 4 Example of Red Time out Letter to Parents*

Date:.....

Dear Parent / Carer,

Unfortunately broke our school rules today and this resulted in a member of the Senior Leadership Team having to be called due to the seriousness of the incident.

The behaviour which resulted in this consequence was:

.....

.....

As a result of this..... has spent / will spend a period of time working away from his / her class. They may also have other consequences such as missing break time to write apology letters or catch up on any missed work.

We would ask that you discuss this incident with your child and ensure they are clear about the serious nature of their behaviour and that there are consequences to breaking school rules. It is very important that we work in partnership.

Please return the slip below, confirm via Weduc or email the office to confirm that you have received and read this letter.

If there is another such incident, you will be invited in for a meeting to look for ways we can support your child in avoiding future behaviour incidents.

Kind regards

Senior Leadership team

.....

I have received the letter detailing why my child was placed on the red card today and I have discussed this with them.

Name of child:.....

Signature of parent / carer:..... Date:.....

*Schools across the Trust may use a bespoke version of this form.