



Behaviour Policy

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Approving Body	Strategic Development Committee

Aims

At xxxxxx Academy, we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

The aims of this policy are :-

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- For children to take responsibility for their own actions and make informed choice

Policy Development

This policy was formulated in consultation with the:

- School Council of The xxxxxx Academy
- The staff of The xxxxxx Academy
- The Building Relational Schools Project.

Legal Powers

Aims of our Behaviour & Relationship Policy: in accordance with Section 89 (1) of the Education and Inspections Act 2006, which is as follows:

1. To promote good behaviour, self-discipline and respect between pupils, teaching staff, other school employees and visitors.
2. To prevent bullying and criminal behaviours or acts.
3. To prevent sexualised behaviour and harassment.
4. To regulate the conduct of pupils
5. To ensure pupils complete their class work at xxxxxx Academy we believe that...
 - all pupils need to be able to learn. They need to be able to achieve their potential in a secure environment that is not disrupted or interrupted by the unacceptable behaviour of individual pupils.
 - all teachers' need to be able to teach. They need to be able to provide a stimulating learning environment that will develop self-confident, independent learner.

At xxxxxx Academy we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely.

Promoting positive behaviour

- At Xxxxxx, we expect pupils to follow the academy rules and behave with consideration and respect. Pupils who consistently display good behaviour will be rewarded. All pupils need to be able to learn.
- They need to be able to achieve their potential in a secure environment that is not disrupted or interrupted by the unacceptable behaviour of individual pupils.
- All teachers need to be able to teach. They need to be able to provide a stimulating learning environment that will develop self-confident, independent learner.
- At Xxxxxx Academy, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely.

Shared responsibility

Promoting good behaviour and relationships in pupils should be a partnership between home and school.

We share responsibility with parents for their children in our care and make every effort to provide the care which any responsible parent would expect to give.

Academy Autonomy

Each academy within The Forge Trust has the autonomy to devise and implement their own behaviour systems for rewarding positive behaviour and for managing challenging behaviour. When devising these systems, Principals must ensure that their systems promote the overall Trust aims outlined in this policy.

Our Behaviour System at The xxxxxx Academy

Pre-school

Rainbow chart with colours linked to the superhero chart.

Children start in the middle of the rainbow and then move down to darker cloud for warning, then down again to the thunder cloud with children receiving a 2-minute time out as a consequence. To move up, children move straight back up to the normal cloud and start again, instantly receiving a sticker.

Foundation Stage 1

Children start on ready to fly at the start of each day. Children are then rewarded for positive behaviour by moving their name up the chart through role model and ultimately onto superhero. Children receive a 3-minute time out where necessary. Children immediately receive a 3-minute time out for causing hurt to another child.

Foundation Stage 2

Year 2 Teachers and pupils also choose a 'Star of the Week' every other week. If a child receives this award, then they will attend a tea-party with the Principal. They will also receive a Star of the Week certificate that they receive in the 'Super Stars Assembly'

Super-Hero Behaviour chart displayed. Children can rapidly make changes to move back up the chart. Lots of positive reinforcement when they have worked their way up. Children have a warning and a reminder about their behaviour when they are moved to 'watch out' but can then work back up quickly. Children have 5 minutes taken away for consistently making the wrong choices and having their name moved onto 'danger'. When children have achieved superhero, children get a sticker. If they then receive another sticker, they can add this to their chart. When the chart is filled then they receive a reward from the teachers treat box.

Year 3-6

To encourage positive behaviour the following system is to be used:

1) Emoji Behaviour chart displayed. Children can rapidly make changes to move back up the chart. Lots of positive reinforcement when they have worked their way up. Children have a warning and a reminder about their behaviour when they are moved to 'think carefully' but can then work back up quickly.

2) If the behaviour continues, a child can move their name down the scale and if a positive change isn't made, 10 minutes of break will be lost.

3) If after all this, positive choices are not made and the child is moved down to the final emoji, the child will unpick their behaviour at lunchtime with a member of SLT.

6) In some cases, children will be expected to explore their behaviour with the class teacher during part of 'Golden Time.'

7) In preparation for secondary school, Y6 children may be placed on a class report. This is where the child is given a report card to be signed each lesson as a reminder of the expectations.

We empower positive behaviour by using a number of reward systems:

- 1) Each teacher must choose one child per day who has impressed them for some reason and send their parent a Dojo message and award Dojo points to this child.
- 2) Each table group within a class can earn table points and the table with highest number of points at the end of the half term will be given a reward/treat of some sort.
- 3) Every other week, when it is not superstar assembly, a period of 'Golden Time' will take place between 2:45-3:15. This can be organised either individually in classes or across a year group.
- 4) Additionally, in Y5/6, every lesson the teachers will pick up to 3 star pupils. Each star pupil receives a golden SDB point. For every golden SDB point earned, their name is put into a half termly draw for a prize.

These prizes include things such as days out to Alton Towers, Planet Bounce, Yorkshire Wildlife Park, a day at the seaside etc. Each half term, three children from Y5 and three from Y6 will win the golden reward.

Y5/6 – Composition – 1 Golden SDB point
Maths – Sets 1-3 – 3points; Set 4 – 1 point
Reading – Sets 1-3 – 3points; Set 4 – 1 point
Afternoon lessons – 1 point per class

Conduct around The Xxxxxx Academy

To ensure the Health and Safety of pupils, members of staff and visitors, we expect all pupils to:

- Walk on the left except in emergency situations;
- Not run in any academy building;
- Only consume food and drink in dining halls, except water in classrooms;
- Dispose of litter in bins;
- Queue in single lines when waiting for a teacher;
- Listen to the guidance of staff and follow their instructions at all times;
- Move around calmly

And

- Adhere to the uniform dress code at all times.

Unacceptable Behaviour

We recognise that sometimes children will make unsafe behaviour choices. Together we have agreed that the following behaviour is unacceptable in our school, classroom or online and will be dealt with swiftly and seriously:

- Derogatory comments to other pupils (including homophobic comments, inappropriate sexualised remarks and racist remarks)

- Refusing to follow the teacher’s instructions and not starting work
- Calling out, answering staff back- these behaviour choices disrupt learning as teaching is interrupted
- Constantly fiddling with equipment, being inattentive, constantly talking when teaching is taking place and distracting other pupils from listening
- Pupils who are choosing to be ‘off task’ and disrupt pupils who want to work
- Uncooperative behaviour (e.g. arguing, dominating other, rudeness) which prevents pupils from working together
- Verbal or physical aggression to pupils or staff
- Sexual language such as ‘jokes’ or taunting, which are considered to be ‘banter’
- Physical sexualised behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may include consensual and non-consensual sharing of nude or semi-nude images or videos.

Sexualised Behaviour in School: linked to Keeping Children Safe in Education, September 2023

Child on Child abuse: Keeping Children Safe in Education, September 2023

Children can abuse other children and it can take many forms. It can happen both inside and outside of school and online.

This can include (but is not limited to)

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting and initiation/hazing type violence and rituals.

At Xxxxxx Academy, addressing inappropriate behaviour is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. This behaviour will not be tolerated and will be dealt with as part of the procedures within this Policy.

Violence/Bullying

All instances of violence, verbal or physical are unacceptable and will be dealt with in accordance with this policy. Verbal abuse, including racism, bullying or violence towards any pupil or member of staff is not acceptable. We take a contextual approach, monitoring and assess behaviour trends and use this to inform the PSHE curriculum.

If the behaviour is inappropriate but not thought to be abusive, Xxxxxx Academy will speak to the parent or carer to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies (e.g. Educational Psychologist, SEMH team)

Use of Alternative Provision

The Xxxxxx Academy recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school.

Alternative provision is educational provision for pupils who are unable to access, or unsuited to mainstream education for a variety of reasons. It aims to ensure the continued education

of pupils in the school in a supportive and nurturing environment. The school strives to reintegrate all pupils back into mainstream education wherever possible.

Purpose of Alternative Provision

The Forge Trust recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone. Alternative provision focusses on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support pupils' wider development.

The Xxxxxx Academy may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- ✓ To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
- ✓ To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life
- ✓ To further personalise the curriculum for some pupils, where there is a need
- ✓ To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations
- ✓ To meet the needs of pupils who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education.
- ✓ To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- ✓ To meet legal obligations

Once directed to alternative provision, the length of time a pupil spends there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored.

Directing a pupil to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:

- ✓ Pupils can access a variety of educational options, including academic and vocational routes
- ✓ Pupils are given a greater degree of flexibility in what and how they learn, which can increase motivation
- ✓ Pupils are given a level of independence and are encouraged to take responsibility for themselves

Search and Confiscate

The Forge Trust reserves the right to use teachers' judgement to search without consent, in accordance with the current DfE guidance, to ensure the safety of our pupils. Staff may use the power to search without consent for 'prohibited items' including but not restricted to:

- Knives and weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes.
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit offence, cause personal injury or damage to property

To ensure the safety of all staff and pupils, staff may confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully.

Time to Talk

Xxxxxx understands the importance of giving pupils a safe space to discuss any worries that they may have. Pupils are able to meet with the Pastoral Lead or a staff member of their choosing at different points each week. These sessions will include discussions around friendships, general concerns and worries, mental health issues and managing emotions.

De-escalation

Members of trained staff have the ability to use de-escalation techniques to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. These members of staff will have had Coping with Risky Behaviour training and will use this as a last resort to ensure safety of the academy community.

Record Keeping

All incidents (behaviour, racial, homophobic or possible bullying) are recorded on CPOMS.

APPENDIX 1 - The Forge Trust Exclusion Escalation

As a last resort, the Xxxxxx Academy will have to escalate to exclusion measures. This process is collaborative with parents, staff and the child.



Exclusion Process



Stage of exclusion	Description
1. (First offence)	Internal exclusion with a member of SLT for at least one day and lasting until 4pm. Work will be provided from the class teacher. A re-admission meeting will take place before returning to the class.
2. (Second offence)	External exclusion for 1 day, with a warning that a further excludable offence will result in an external exclusion for at 2 days. A re-admission meeting will take place before returning to school.
3. (Third offence)	External exclusion for 2 days, with a warning that further problems will result in a 3 day exclusion. A re-admission meeting will take place before returning to school. At this point a chronology and support plan will be put in place as part of the re-admission.
4. (Fourth offence)	External exclusion for 3 days, with a warning that a further offence will result in a 5 day exclusion. A re-admission meeting will take place before returning to school. The support plan will be reviewed and at this point a written warning is given regarding permanent exclusion. A new support plan will be put in place.
5. (Fifth offence)	External exclusion for 5 day. A behaviour panel meeting, consisting of a member of SLT and a trustee, takes place to discuss future support plan and possible alternative provision/part time timetable. A warning will be given that a further incident will almost certainly lead to a permanent exclusion.
6. (Sixth offence)	Depending on the circumstances, this will normally be a permanent exclusion. The principal will make this recommendation to the Trustees. This is the most severe sanction and will be reviewed by the Trustees.

An exclusion may be enforced for offences such as:

- Theft
- Swearing/being very disrespectful to staff members
- Being physically aggressive towards a staff member
- Repeated non-compliance of adult instruction (Serious defiance)
- Physical harm to another child (usually causing a mark)
- Constant intimidation

(A particularly serious offence may result in stages within the escalation being omitted. This judgement will be made collectively by at least **two** members of SLT)

Name of child-

Date of offence -

Type of offence -

Stage of exclusion -

Date of re-admission meeting -

