# Behaviour Policy

**Adopted September 2026**
**Review September 2027**

Version 2.3

**STANNE'S PRIMARY SCHOOL DENTON**
**BEHAVIOUR POLICY (2.3)**

## AIMS

To encourage a calm, purposeful and happy atmosphere within the school

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

To promote good manners and respect for one another

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement

To make boundaries of acceptable behaviour clear and to ensure safety

To raise awareness about appropriate behaviour

To help pupils, staff and parents have a sense of direction and feeling of common purpose

## PURPOSE OF THE BEHAVIOUR POLICY

To provide simple, practical procedures for staff, children and parents that:

- Foster the belief that there are no badly behaved children, rather children who are dysregulated due to trauma
- Encourage children to recognise that they can and should make 'good' choices when they are calm
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

## ROLES AND RESPONSIBILITIES

**The governing board will have overall responsibility for:**

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

**The headteacher will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board.

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The senior mental health lead will be responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

**The SENDCO will be responsible for:**

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff will be responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Support every pupil to achieve their full potential, and ensure that pupils with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

**All members of staff, including teaching and support staff, and volunteers will be responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in developing good behaviour.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Class Teacher

- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

**Pupils will be responsible for:**

- Their own behaviour both inside school and out in the wider community
- Upholding the school values
- Their behaviour when:
  - taking part in any school organised or school related activity
  - travelling to and from school
  - wearing our school uniform so as not to bring the school into disrepute.
- Reporting any unacceptable behaviour to a member of staff.

**Parents will be responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Work collaboratively with school, so children receive consistent messages about how to behave at home and at school.
- Supporting their child's learning and co-operate with school as set out in our home school agreement.
- Supporting the actions taken by school in response to poor behaviour.

**SCHOOL VALUES**

At St Anne's we have a supportive ethos to ensure pupils are well behaved, hardworking, friendly and kind. These are the seven areas of learning behaviours we feel will 'Empower learners' to achieve.

- Be Responsible
- Be Motivated
- Be Curious
- Be Reflective
- Be Independent
- Be a team player
- Be Respectful

These are displayed in the classroom and used to encourage appropriate behaviour.

**Definitions**

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft, Vandalism or Damage to Property
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption in the classroom or on the playground
- Failure to complete work and repeatedly asked to do so
- Rudeness or being disrespectful to others
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

**Managing behaviour**

**All staff must:**

• Take time to welcome children at the start of the day
• Be at the door of their rooms at the start of each day
• Always pick up on children who are failing to meet expectations
• Always redirect children by referring to the school values and deal with incidents quietly, privately and without emotion

**The Head teacher and The Senior Leadership Team must:**
• Be a visible presence around the school
• Regularly celebrate staff and children whose efforts go above and beyond expectations
• Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
• Ensure staff training needs are identified and met
• Use behaviour records to target and assess interventions
• Support teachers in managing children with more complex or challenging behaviours

**Members of staff who manage behaviour well:**
• Deliberately and persistently catch children doing the right thing and praise them in front of others
• Know their classes well and develop positive relationships with all children
• Relentlessly work to build mutual respect
• Remain calm
• Demonstrate unconditional care and compassion

**Children want teachers to:**
• Give them a 'fresh start' every lesson
• Keep calm
• Help them learn and feel confident about themselves
• Be fair and just with everyone
• Have a sense of humour

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. We will routinely teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing poor behaviour.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the School Values.

**Adult Strategies to Develop Excellent Behaviour**

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

**Language around Behaviour**

At St Anne's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. The following chart provides guidance to the language that should be used:

| **Stepped Boundaries- Gentle approach, use child's name, child level, eye contact, deliver message** | |
|---|---|
| 1. Reminder | I noticed you chose to…(noticed behaviour)<br>This is a reminder that we need to follow the school values<br>You now have the chance to make a better choice. Thank you for listening<br>Example- 'I notice that you are running. You are breaking the school values. Please walk. Thank you for listening. |
| 2. Warning | I noticed you chose to…(noticed behaviour)<br>This is the second time I have spoken to you.<br>Ask child where they would place themselves on the Zones of Regulation and offer an alternative technique to move behaviour back to green.<br>You need to speak to me for 2 minutes after the lesson.<br>If you choose to break the values 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…) (pupil's name)<br>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.<br>Example- 'I have noticed that you are not ready to work. You are breaking the school values. 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 | I noticed you chose to… (noticed behaviour)<br>You need to go to…… (Go to quiet area/ go to sit in another class/ Go to another table etc)<br>Playground: You need to….(Stand by another staff member/ me/ sit on the bench etc)<br>I will speak to you in 2 minutes<br>Example- 'I have noticed you chose to use rude words. You are breaking the school value of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in 2 minutes. Thank you for listening.<br><br>***DO NOT DESCRIBE THE CHILD'S BEHAVIOUR TO ANOTHER ADULT IN FRONT OF THE CHILD*** |

| | |
|---|---|
| 4. Follow up and repair & restore | What happened? (Neutral, dispassionate language)<br>What were you feeling at the time?<br>What have you felt since?<br>How did this make people feel?<br>Who has been affected? What should we do to put things right? How can we do things differently? |
| **Remember it is not the severity of the sanction, it's the certainty that this follow up will take place that is important.** | |

BEHAVIOUR PATHWAY

Reminder
Warning
Time Out (Either to sit alone in the classroom or in another classroom)
Follow up/Reparative Conversation

If a child needs to be sent to another staff member or SLT for 'Time Out' then the child's teacher or the adult first dealing with the issue, will still be the ones to address the behaviour once the child is ready to resolve the matter. This can be supported by SLT if necessary.

Depending on the severity of the incident and after discussion with SLT the following procedure will be applied:

Sent to SLT/DHT/HT (Decision made on way forward)
Parents notified
Parents called to school
Internal exclusion
Fixed Term External suspension/exclusion
Permanent Exclusion

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

We recognise that a clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from happening again.

All staff will record any incidents of poor behaviour. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the SLT or DSLs, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

**Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

**Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report/book or support card between school and home
- Long-term behaviour improvement plans (BIP)
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment will be considered where serious concerns about a pupil's behaviour exist.

**Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

**De-escalation strategies**
Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.

**Sanctions:**
Sanctions should
1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

**Sanctions need to be in proportion to the action**
It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is referred to the headteacher immediately, in the headteacher's absence, the most senior member of staff.
- The child may receive a 'Reflection Time'
- The teacher will record the incident
- Parents will be informed and asked to support school with decisions on consequences at school and at home.
- The child may be placed on a daily home/school book or support card. (This will involve parents receiving a daily report)

If a child receives a 'Reflection time' it means that his/her behaviour has been unacceptable. Across all classes, at the end of each day children who have been given 'Reflection' for inappropriate behaviour will be given a letter to take home to parents. Children who receive 3 refection times in any 7 day period will automatically be given an internal exclusion. Parents of any children who persistently receive 'Reflection time' will be informed and asked to make an appointment with the class teacher and/or headteacher to discuss their child's behaviour.

Children are not excluded from curriculum activities such as PE or Art as a sanction.

Exclusion from curriculum areas is only used when the child's safety, or the safety of his/her peers is cause for concern.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should receive a fixed term suspension, in line with the Victorious Academies Trust Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any

undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Behaviour Improvement Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the Trust's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

**Physical intervention**

In line with the school's Physical Restraint and Reasonable Force Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Trained staff are:
Mrs Rimmer (headteacher
Mrs Potter (Deputy Headteacher)
Mrs Hall (HLTA)
Mrs Etchells (TA3)
Mrs Young (TA4)

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a

suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes a suspension or a permanent exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. These children will have bespoke 'Positive Handling Plans' where required.

**Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary but always following a fixed term exclusion.

**Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

**REWARDS**

Throughout the school, children are awarded "points" as a reward for effort, behaviour, progress and achievement. All staff may award them as appropriate. The children collect the points on 'Class Dojo' an online resource.

Points are awarded as follows:

- 1 or 2 for a specific piece of work
- up to 5 for completion of a project or story in addition to 'ongoing' points
- 1 or 2 for behaviour/using initiative etc.

1 **House System**

A house system is in operation for all children.
Each member of the house with the most "points" is presented with a special prize at the end of the year.

2 **Certificates**

In Key Stage 1 and 2 (Years 1-6) "points" are used on an individual basis as well as in the house system. Children are presented with certificates when they have received the required number of "points".

- 50 points - bronze certificate
- 100 points - silver certificate
- 150 points - gold certificate
- 200 points - super gold certificate

Headteacher certificates and a medal are presented at the end of the school year to children who have received a super gold certificate plus at least a further 50 "points".

3 **Foundation Stage (R)**

Foundation Stage children receive "points" using the same criteria as KS1 & 2. Certificates are presented when the children have received the required number of "points".

4 **Headteacher Stickers**

Headteacher award stickers are awarded to children for a particularly good piece of work/behaviour etc.

5 **Verbal praise/facial expressions**

We use verbal praise and appropriate facial expressions to reward and reinforce acceptable behaviour.

6 **Stickers**

Stickers are used as appropriate.

7 **Positive Notes**

These will be freely available to members of staff and can be sent home to communicate positive behaviour.

8 **Shining Stars**

Children can be selected weekly to receive the 'Shining Star' award. This is given to children who go above and beyond consistently. Children receiving this will be given 2 Dojo's and a star badge. (There may be multiple children who receive this each week)

**ROLE OF HEADTEACHER**:

The headteacher is involved

- For support
- When children are persistently not on task
- When a child's behaviour is persistently inappropriate
- In exceptional circumstances, eg. a particular incident or a child out of control
- Supervision of lunchtime reflection time

**BULLYING**
Often there is confusion around poor behaviour choices and bullying. Sometimes young children can have numerous fall outs and it would not necessarily be seen as bullying rather developmental, emotional or other factors. If however staff notice that there are particular instances involving the same children then bullying should be considered. In line with our anti-bullying policy we would expect staff to start looking closely if there have been three instances within a half term period involving the same children. Staff should then follow guidance as set out in our anti-bullying policy.

**EXCLUSIONS**
Exclusions from school are only used as a last resort and in exceptional circumstances. The school follows the guidelines of the Local Authority (LA).

**HOME-SCHOOL AGREEMENTS**
A home-school agreement is in place.

**LOOKED AFTER CHILDREN**
The school has a separate looked after children policy.

**INCLUSION**
The school has a separate inclusion policy.