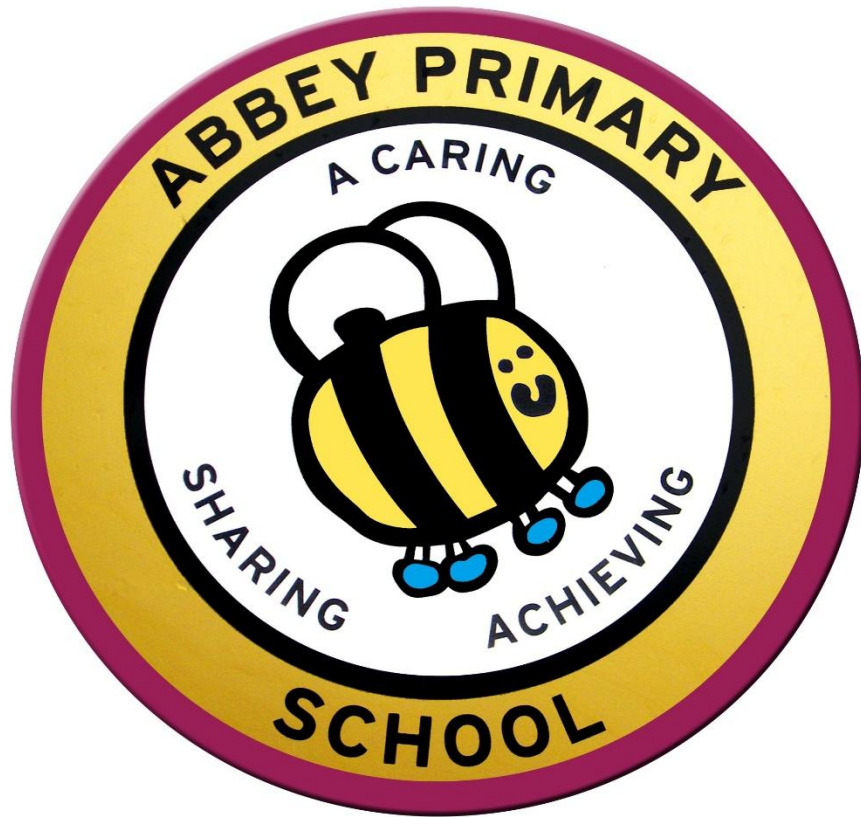




Behaviour Policy

Reviewed September 2025

Date of next review September 2026

Abbey Primary School Behaviour Policy 2025-2026

“At Abbey Primary School we believe that every member of our community has a right to be safe and every child has a right to learn and teachers have the right to teach. This will only happen if there is an ethos of excellent behaviour”.

At the heart of our behaviour policy is the focus on developing good relationships between each other and for staff to develop excellent understanding of our children and our families. Our school values of **‘Respect’, ‘Responsibility’, ‘Resilience’, ‘Integrity’, ‘Inclusion’ and ‘Aspiration’** are embedded in everyday life at Abbey Primary School. They enable our children to develop the personal qualities that will enable them to thrive and succeed throughout their lives. By acquiring these qualities, and using them to follow our whole school rules, children recognise the need for an agreed code of conduct that enables them to feel safe, happy and gain a sense of belonging within their learning environment.

Children are expected to show a caring, empathetic attitude towards other people, as well as respect for their surroundings. We believe that good behaviour is based on **mutual respect** between children and adults. Therefore, we must all adopt this philosophy as a school community. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves.

We have high expectations of children’s behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

It is important that our behaviour procedures are clear and well known by all children and parents and are **consistently** applied by all staff.

4: 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 based upon the school’s values:

- Always try your best
- Show respect
- Take care of one another and our things
- Move calmly and quietly around school
- Dress to Impress (Appendix 7)

Please see Appendix 1 for further guidance and explanation.

5: Routines and Expectations

During the first week of the new school year, teachers 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.

5:1 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 the “Time to Solve” activity on the interactive whiteboard each morning during registration
- Exhibiting good learning behaviours: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the Teacher/ 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 challenging and showing resilience
- Looking after our equipment

5:2 Playground Expectations

At Abbey Primary School, we recognise the unique contribution playground activities make 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.

All children are expected to go outside at breaktimes and lunchtimes unless there are exceptional circumstances and an alternative has been agreed by a member of SLT.

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 breaktimes and lunchtimes
- Putting litter in the bins provided
- Being kind and helpful
- Standing still and silent when the 1st whistle is blown
- Walking into line silently and sensibly.
- Entering the building quickly and quietly
- Demonstrating Fantastic Walking when entering/exiting the playground
- Treating others the way you want to be treated

5:3 Dining Hall Expectations

At Abbey Primary School, 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 lunchtimes.

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

- Lining up sensibly, talking at a quiet volume

- Following instructions – First Time, Every Time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a quiet 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 (EYFS and KS1)
- Tidying up after themselves: scraping plates (KS2) /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

5:4 Corridor Expectations

As stated in the Whole School Rules, 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 (no eating or drinking whilst walking)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling and saying Good Morning / Good Afternoon as you pass adults in the corridor
- Jumpers and Coats to be worn appropriately or carried

5:5 Assembly Expectations

Assemblies provide an opportunity to reinforce our ethos, values and mission statement.

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

- Walking into assembly silently using Fantastic Walking
- Sitting in the allocated position for their class, leaving space between themselves and the person in front
- Showing good learning behaviour: SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker
- Greeting the person delivering the assembly by saying and signing, "Good morning/Good afternoon"
- Sitting still, keeping hands to themselves
- Joining in with singing
- 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

5:6 Library Expectations

At Abbey, our library provides a calm space for all students 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:

- Using Fantastic Walking when walking to and from the library calmly and whilst in the library

- 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
- Waiting patiently for an adult / library helper to check the book out of the library before taking a book
- 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)

5:7 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 visit.

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, Every Time
- Respecting the 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

5.8 Wraparound Care Expectations

- Meeting and greeting the staff member upon entry to the club to ensure that they are registered.
- 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
- Looking after our equipment
- Having fun with one another and playing fairly
- Tidying up equipment at the end of a session
- Treating others the way you want to be treated

6: Roles and responsibilities

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

6:1 The Headteacher and Deputy Headteacher will:

- Ensure the promotion of the school's Values and Mission Statement and the Whole School Rules in and around school
- 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
- Report to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Behaviour Incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with Behaviour Incidents
- To investigate and action Significant Behaviour incidents,
- To oversee the recording of incidents and CPOMS and ensure follow-up actions are implemented in an effective and timely manner (Deputy)
- To analyse behaviour incidents and identify trends on a half-termly basis, implementing strategies as appropriate (Deputy)
- 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 or earlier if required
- Ensure all teaching staff and Lunchtime Leaders are provided with high quality CPD to support with behaviour management
- Use the Shared Mantras when speaking to children about their behaviour (Appendix 8)

6:2 The Assistant Headteachers:

- Support the Headteacher to ensure the promotion of the school's Values and Mission Statement and the Whole School Rules in and around school
- 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 (SENCO to support with SEND children where available)
- Investigate and action Significant Behaviour Incidents where necessary
- Use the Shared Matras when speaking to children about their behaviour (Appendix 8)

6:3 All teaching staff will:

- Promote the school's Values and Mission Statement and the Whole School Rules in and around school
- 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 6)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use House Points and other in-class reward systems to reward pupils who go *above and beyond* expectations (Appendix 2)
- Celebrate children's success through Friday celebration assemblies
- Use the yellow/red triangles system consistently for Disruptive and Difficult Behaviour
- Work closely with Lunchtime Leaders to promote good behaviour over lunchtime
- Work in partnership with the SLT Team to create Individual Behaviour Plans for pupils who need

additional support with behaviour

- Record significant behaviour incidents using CPOMS and verbally inform a member of SLT/bring the pupil to speak to a member of SLT
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the Shared Matras when speaking to children about their behaviour (Appendix 8)

All Teaching Assistants will:

- Promote the school's Values and Mission Statement and the Whole School Rules in and around school
- Promote the Whole School Rules and routines to the children
- Be positive role models - using appropriate tone, language and volume to model good behaviour to pupils
- Help prepare equipment and materials before each lesson
- Support with the delivery of 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 6)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use House Points and other in-class reward systems to reward pupils who go *above and beyond* expectations (Appendix 2)
- Use the yellow/red triangles system consistently for Disruptive and Difficult Behaviour
- Promote good behaviour over lunchtime and follow the lunchtime procedures when supporting over lunchtimes
- Work in partnership with the class teacher to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record significant behaviour incidents using CPOMS and verbally inform a member of SLT/bring the pupil to speak to a member of SLT
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the Shared Matras when speaking to children about their behaviour (Appendix 8)

6:4 All Lunchtime Leaders will:

- Promote of the school's Values and Mission Statement and the Whole School Rules in and around school
- Limit risks to ensure the safety of all pupils at lunchtimes.
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Smile and welcome children as they enter the dining hall
- 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
- Address children with appropriate tone and volume
- Encourage the children to be active and facilitate fun games and activities on the playground
- Lunchtime Leaders to meet with their line manager and a member of SLT on a half termly basis
- Ensure the children use Fantastic Walking when moving around school
- Communicate behavioural successes and any concerns with the child's class teacher
- Speak to children about misbehaviour and, when rules are knowingly broken, ask the pupils to reflect on their behaviour for five minutes in a designated space
- Use the yellow/red card warning system consistently for lunchtime behaviour
- Report all Dangerous Behaviour to a member of SLT
- Use the Shared Matras when speaking to children about their behaviour (Appendix 8)

6:5 Children will:

- Live out the school's Values and our school's mission
- Follow the Whole School Rules, routines and expectations
- 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 all year groups actively take on additional responsibilities, including aiding staff in the supervision of younger pupils. The roles of School Councillor and House Captain and Vice-Captain are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

6:6 Parents will:

- Promote the school's Values, the school's Mission Statement and the Whole School Rules
 - 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 behaviour
 - Attend Parents' Evenings
 - Discuss the Whole School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
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- Recognise that teaching and learning cannot take place without good behaviour being in place
 - Remember that all staff approach behavioural incidents patiently and positively
 - Respect members of staff and speak to them in an appropriate manner

6:7 The Academy Trust/Governing Body 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

6:8 Staff Code of Conduct

The ONE Academy Trust 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.

7: Classifying Behaviour

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

Examples of Desirable Behaviour:	Staff members responsible for feedback:
Going <i>above and beyond</i> expectations Relishing challenge Working together Engaging enthusiastically in lessons Listening carefully Being kind Looking after the school environment Using Fantastic Walking High standards of hygiene Good manners	All staff
Examples of Disruptive Behaviour	Staff members responsible for feedback:
Minor misbehaviour in corridors or around school (running, wrong side etc.) Dishevelled uniform Untidy written work Shouting out in class Swinging on their chair Disengagement in class/assembly Distracting others Negatively impacting on the learning of other pupils Talking in class Failure to follow instructions Entering the school building needlessly at break/lunchtime Showing a lack of care for school property Not respecting other pupils' personal space Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words	All staff
Examples of Difficult Behaviour:	Staff members responsible for feedback:
Persistent disruptive behaviour (see above) Refusal to complete tasks set Kicking (not directly at a person) Throwing objects (not directly at a person) Hitting out (not directly at a person) Damaging school property intentionally Non-aggressive swearing Being dishonest	Class teachers, Teaching Assistants, Lunchtime Leader, Assistant Heads, Deputy Headteacher
Examples of Dangerous Behaviour:	Staff members responsible for feedback:
Persistent difficult behaviour (see above) Being deliberately dishonest to an adult investigating an incident Stealing Spitting (on the floor or at others) Fighting Targeted hitting, pinching or kicking Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, sexist, homophobic or discriminatory behaviour Aggressive swearing (directed at another person) Any form of bullying	Headteacher and Deputy Headteacher

Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting including online sexual harassment Sexual violence, such as rape, sexual assault (intentional sexual touching without consent) Possession of any prohibited items: These are: • Knives or weapons • Alcohol • Stolen items • Illegal drugs • Tobacco, cigarette papers and e-cigarettes • Fireworks • Pornographic images • Electronic devices with a camera • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)	
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8: 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. Abbey Primary School 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. stickers
- Email or phone calls home to parents
- Consistent use of House Points (Appendix 2)
- Being sent to the SLT to show their work
- In-class reward systems
- Friday Celebration Assemblies
- Whole class treats
- House Celebrations based on House Point totals (termly)

9: 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 (where appropriate and understanding the needs of the child), 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 are required 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 warnings and sanctions.

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.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the rules Example: “_____, you are shouting out which is breaking our school rule of being respectful. This is your REMINDER. Please raise your hand in future.”
Warning	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. Example: “_____, you are shouting out which is breaking our school rule of being respectful. This is your WARNING. Next time I have to speak to you it will be a yellow card. Please raise your hand in future.”
Yellow Card	Explain that they have still chosen not to follow our school rules and as a consequence they have received a Yellow Card. This means they must speak to you for a few minutes at breaktime or lunchtime. Example: “_____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now received a YELLOW CARD and will need to speak to me at breaktime.”
Red Card	Explain that they have continued to choose not to follow the rules and as a consequence they have received a Red Card. This means that they will now need to spend breaktime or 30 mins at lunchtime reflecting on their choices with a member of SLT in the Reflection session. Example: “_____, you are continuing to break the school rule of being respectful and have now received a RED CARD. You will now spend your breaktime thinking about the choices you have made in the Reflection group.”

All yellow and red card incidents are logged on Cpoms by the teacher

Graduated Response

Yellow Cards

Should a child get 3 yellow cards in a week or 7 in a half-term, then the child will receive a red card.

Red Cards

Should a child get 3 red cards in a week or 7 in a half-term, then the child will receive an internal exclusion.

Internal Exclusions

Should a child get a 3rd internal exclusion due to 3 red cards then the Headteacher may upgrade the internal exclusion to a fixed term suspension depending on the severity of the red cards.

9:3 Restorative Conversations

Once a child has reached a yellow card or red card, 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 3). Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

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?

9.1 Serious Sanctions

Prejudice

The school adopts a zero-tolerance approach to prejudice and will always challenge the use of prejudice language or actions where these are clearly intended to cause offence.

- A first offence will involve a constructive discussion with the class teacher to clarify why the pupil's behaviour is offensive and therefore unacceptable. Parents will be informed that this discussion has taken place with the expectation that the same messages will be reinforced at home. At this stage it is our sincere hope that the home/school partnership will succeed in ensuring that there is no repeat of behaviour of a prejudice nature
- A second offence of the same category of prejudice language within the same year will result in the child receiving an internal exclusion (learning outside of their classroom). Parents will be informed, and the next step made clear should a further incident occur
- A third offence within the same year will result in the child being sent to a senior leader to explore their reasons for their continued prejudice behaviour. This discussion will be followed by a period of internal exclusion to allow time to reflect on their actions. At this stage parents will be informed that any further incidents are likely to result in a fixed term suspension

Internal Exclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a fixed period of time. Pupils who have been removed will work under the supervision of a member of the Senior Leadership Team.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as: support from a teaching assistant, formulate an individual behaviour plan and a personalised behaviour chart (Appendix 4 and 5). Where necessary, external advice and support will be sought from specialist teachers and external support agencies.

Sherwood Area Partnership ("SAP")

Our school is a member of the Sherwood Area Partnership (SAP). One of the main principles of the SAP is to work collaboratively to improve provision for pupils with SEBD (social, emotional, behavioural difficulties). SAP will support

school with issues ranging from persistent low level behaviour to more complex issues such as managed moves for children where fixed term suspensions may be failing to modify their behaviour to avoid a permanent exclusion. If there is a serious incident that may lead to a permanent exclusion, the pupil should be fixed term suspended for up to 10 days in the first instance to allow for further investigation of the incident and to explore options such as a managed move.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS and Arbor.

9.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour or dangerous behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please see the DFE Suspensions and Permanent Exclusions guidance [here](#) for further information

10: Additional Support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- Remember to start with praise!
- Some children have behavioural difficulties in the same way that some children have learning difficulties.
- When a child finds a piece of work difficult, we break the task up so we are only focusing on a small part of the problem at one time, we differentiate, we encourage and we support.
- When a child finds a type of behaviour difficult, we should break the task up so we are only focusing on a small part of the problem at one time, we should differentiate, we should encourage and we should support.

The SLT 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 and the family, 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).

The Process

- *Identify the exact behaviour (be specific)*
- *Identify the exact time and frequency of the behaviour.*
- *Identify what precedes and what follows the behaviour*
- *Talk to the child about what and why they acted in this way.*
- *Talk to the child and focus on one or two behaviours.*
- *Set up a behavioural plan - stamp charts/behaviour plan with short term reports.*
- *Be specific with the behaviour you want to change and only consider those behaviours when awarding the stamps. If a child demonstrates other inappropriate behaviours they still achieve the stamp.*
- *Consider the time scale for each reward/stamp.*
- *Give the child some room for mistakes without losing everything, i.e. if Jane shouts out less than three times in a session she gets a stamp. Out of a 10 session day Jane can work with Mrs Smith for 30 minutes if she gets 5 stamps, if she gets more than 7 stamps she can go for an hour.*
- *Make it progressive.*
- *Each week the number of stamps needed increases/ the number of warnings decreases or the length of sessions increases or you may focus on a different behaviour.*

Where necessary, support and advice will also be sought from 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.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the concerns. If appropriate, the school may request an emergency review of the EHC plan.

Wraparound Care Sanctions

Any incidents of low level behaviour will be dealt with initially within wraparound care . Sanctions may be such as the following:

- Time out for 10 minutes
- Not being permitted to play in a certain area or with a child for the rest of the session.
- Helping staff with a short job.
- Parents informed at the end of the session.

A restorative conversation, as mention referred to in the policy, will always take place with a child to help them understand the wrong choice that they have made and help them to make good choices in the future.

Persistent disruptive and challenging behaviours

Should a child display persistent disruptive and challenging behaviour which is putting themselves or other children at risk, a conversation with parents will take place with a member of SLT to advise them that their needs to be an improvement in behaviour. School will support the parents to provide every opportunity for the child's behaviour to improve.

Consequences used within the school day may also be used in these situations such as yellow and red cards, and exclusions and suspensions.

Should the child continue to demonstrate the challenging behaviour, school reserves the right to rescind a child's place in the Wraparound Care club for a total of 5 working days in the first instance. A member of SLT will meet with the parents to inform them of this and the time will start from the following working day.

Should behaviour still not improve then a further ban from the wraparound club will be given to the child. The timespan of this will be at the discretion of the Headteacher.

Serious Incidents

Should a child carry out a serious incident within the Wraparound Care Club, the sanctions for persistent disruptive and challenging behaviour will be implemented at a level appropriate to the nature of the incident.

11: 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. (Several Times On Purpose **STOP**)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

13: Positive Handling

Positive Handling covers a range of interventions that involve physical contact with pupils. In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Committing an offence

Incidents of positive handling must:

- Always be used as a last resort by staff who have been trained (use of diversion, diffusion, de-escalation negotiation should be tried first)
- 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 on CPOMS by the staff member involved and reported to parents using the Positive Handling form (Appendix 9). The Positive Handling tab must be clicked
- Positive Handling is monitored by the HT and DSL/DDSLs and regularly reviewed in DSL meetings and through half termly behaviour analysis
- There are opportunities for staff who have used positive handling to discuss recent incidents, learning from experiences and determining the needs of the child.
- Training in physical intervention methods that are acceptable within the setting are available and teachers and support staff will be encouraged to take up such opportunities.

14. Confiscation

Any item which is inappropriate or unnecessary in a school environment found in a pupil's possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or e-cigarettes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

15. Searches

Searching a pupil

If it is suspected that a pupil is in possession of any of these items, searching, screening, and confiscation will be carried out in accordance with the latest guidance from the Department for Education. For full details, please refer to: [Searching, Screening and Confiscation](#).

16. Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

17. Links with other policies

The behaviour policy is linked to the following policies:

Policy	Why
Anti-Bullying Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child Protection
Child on Child Abuse Policy	Child Protection
E Safety and Acceptable Use Policy	Cyberbullying and e-safety
Keeping Classrooms Safe	Physical Intervention
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE Policy	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.

18. 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)
- Running the Room by Tom Bennett
- Running the Room Companion by Tom Bennett
- Improving Behaviour in Schools, The Education Endowment Foundation (2019)
- When the Adults Change, Everything Changes, Paul Dix (2017)

19. Monitoring Arrangements

All staff record incidents of misbehaviour on CPOMS. In the first instance, the class teacher will address these incidents and inform parents when necessary. Behaviour incidents are analysed half termly by the Deputy Headteacher, discussed in SLT meetings, shared, where appropriate with staff, and shared termly by the Headteacher in the Headteacher report to the Local Governing Body.

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

The Behaviour Policy will be formally reviewed by the Headteacher and Local Governing Body at least annually, or

more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Whole School Rules Breakdown

Whole School Rules	School Values	Explanation
1. Always try your best	Aspiration Resilience Responsibility	This rule is not about “winning” or “being the best” but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result. This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.
2. Show respect	Respect Integrity Inclusion	Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone. • Respect for all people • Respect for oneself • Respect for other people’s property and belongings
3. Take care of one another and our things	Responsibility Integrity	This rule is split into two parts: • “Taking care of one another” means to show kindness. Kind people think about another person’s feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone’s life better. Kindness makes the world a nicer place because it makes people happier. • “Taking care of our things” refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children’s own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people’s possessions.
4. Move calmly and quietly around school	Responsibility Integrity	Children are expected to use Fantastic Walking as they move around the school. • Walking in single file • Walking on the left-hand side of the corridor • Walking quietly • Walking with hands at your sides (or behind back) • Walking with good posture - shoulders back and down • Walking with your head held high • Smiling and saying Good Morning / Good Afternoon as you pass adults in the corridor • Jumpers and Coats to be worn appropriately or carried

5. Dress to Impress	Inclusion Responsibility	The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit (see Appendix 7 for full uniform list). All staff are responsible for ensuring children are wearing the correct uniform and look smart at all times. Children should be reminded to tuck their shirts in and do their top button. Reminder letters should be sent to the parent/carer if a child consistently comes to school in incorrect uniform.
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House Point Reward System

Staff at Abbey Primary School use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. All staff may use a combination of in-class rewards and house points when they see behaviour which goes above and beyond normal expectations. House points will be awarded to pupils who go above expectations consistently. The below table is a guide. Staff typically award no more than 3 house points at any one time. In exceptional circumstances, 5 house points may be awarded.

House Points Awarded	Desirable Behaviours:
0	• Meet and Greet politely • Following instructions – First Time, Every Time • Enter the classroom in a quiet and orderly manner • Begin the 'Time to Solve' activity promptly • Is equipped for learning (inc PE kit) and in full school uniform • Effort and focus sustained throughout the lesson • Positive attitude to learning • Looking after their belongings and school property • Using Fantastic Walking when moving around the school
1	• Exhibiting the expected desirable behaviours above when others are not • Holding doors for peers and staff members • Assisting members of staff • Being enthusiastic in lessons • Improved effort with written work/class work/homework • Making meaningful contributions to class discussions consistently throughout a lesson • Being an exemplary talk partner • Being a good friend to everyone
2	• Being a role model of excellent behaviour – going <i>above and beyond</i> expectations • Thoughtful contributions during assembly • Asking thoughtful questions • Supporting their peers with their learning effectively • Showing high levels of resilience when they find something challenging • Working hard in subjects they typically find challenging • Good effort with written work/class work/homework • Reading more than is stipulated in the Homework Policy (5+)
3	• Acts of kindness • Completing additional work outside of school • Performing in assemblies to a high standard • Being an excellent ambassador for our school at school events/on educational visits etc. • Excellent effort with classwork/written work/homework • Certificate winners in Friday Celebration Assembly
5	• Exceptional Circumstances

Name: _____

Date: _____

Behaviour Reflection

My behaviour was been /10

What happened/which school Rule was broken?

What were you feeling at the time?

How do you feel now sat in reflection?

Who else did my behaviour affect?

What is needed to put things right?

But I know my behaviour can be 10/10!

To be 10/10 I will:

When I am 10/10 I will feel:

My teacher/peers will feel:

Individual Behaviour Plan

(School’s to be inserted)

Signature of class teacher: _____ Signature of parent/carer: _____

Date of plan agreed: _____ Date of review: _____

Example of an Individual Reward Chart



School Day Reward Chart

Day	★ My stars ★					
	Morning 1	Break	Morning 2	Lunch time	Afternoon	After school
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

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.
"Do Now" 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 "Do Now" together as a class.
SLANT	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT: • Sit up • Listen carefully • Ask and Answer Questions • Never Interrupt • Track the speaker
Pastores Perch	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
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	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. 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: 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.

School Uniform List 205-2026

School uniform policy to be inserted.

Shared Mantras

All staff at Abbey Primary School aim to be as consistent as possible when implementing our school Behaviour Policy.

In addition to the scripted tiered sanctions section of the policy, we also aim to use a common language when talking to children about their behaviour.

Our shared mantras include:

- First Time, Every Time
- Dress to Impress
- Presenting with Pride
- Every second counts
- Loud and Proud
- Meet and Greet
- Fantastic Walking
- Check your SLANT – Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker/ Carpet Rules for pupils in EYFS
- SHAPE: sentences, hands away from face, articulate, projection, eye contact

Abbey Primary School

RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name:		Date:
Time of incident:	Finish:	Duration of hold:
Person recording incident:		
Location of incident:		

De-Escalation techniques used

Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Removing audience:		Alternative offered:		Step away:		Limited choices:	
Calm Talking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignorance:		Consequences reminder:	
Help Script:		Supportive touch:		Simple listening:		Other:	
Apologising:		Agreeing:		Acknowledgement:			
Response to de-escalation:		Positive:		Negative:			

Reason for Intervention (Actual A / Threat T) - circle			
Injury to self:	A/ T	Criminal offence:	A/ T
Injury to staff/pupil:	A/ T	Serious disruption	A/ T

Medical Intervention	
Breathing monitored during incident Y/N	Circulation monitored during incident Y/N
Injuries to staff / pupil Y/N	
If Yes, what?	

Positive handling Techniques used in intervention (number in order used) – <i>Bold indicates techniques this school has been trained to use</i>							
Help Hug		Friendly hold		Guided Escort		Beanbag hold	
Single Elbow		Double Elbow					
Position:	Standing:	Sitting:	Ground:	Escorting:			
Did position change: Y/N If so, to what position?							

Staff Members Involved:				
Name:	Designation:	Active:	Passive:	Signature:

Details of the incident: 1. What happened prior to the incident/triggers? 2. What happened during the incident (try to include all details)? 3. What happened after physical intervention?
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Action taken after the incident:	
Outline of debrief:	Staff debriefed: Y/N
Time:	Date:
Signatures of all involved in debrief:	

Action Taken / Outcomes	
Risk Assessment Updated:	Personal Handling Plan Updated / Created:

Parents Informed on _____ (this should always be on the same day) Outcome of parental discussion:
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