

**Behaviour Policy**  
**Mainstream Primary**

## EVAT Version Control Document

Version:	Date:	Policy Owner:	Amendments made by:	Details of amendments made:	Reviewed by:	Approved by:
V0.1	16.12.22	Richard Gartland	Richard Gartland	First draft		
V1.0	10.02.23	Richard Gartland	Wendy Turpin	Final following ELT approval	ELT	10.02.23

### Monitoring and review

This policy is reviewed **annually** by the Policy Owner: **Richard Gartland**

The scheduled review date for this policy is **February 2024**.

## Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
  - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
  - putting children and young people first
  - behaving ethically
- **A**mbition and aspiration for all
  - irrespective of background or barriers – being truly inclusive
- **T**eamwork
  - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

## Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

**This policy, and its associated procedures and protocols, are based on these key principles.**

Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both.

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## **Rationale**

At The Education Village Academy Trust (EVAT) we are committed to developing a happy and caring environment, which encourages the highest standards of behaviour and creates the best possible opportunities for learning.

We aim to create a positive ethos across the school through the effective management of pupil behaviour to ensure that good quality teaching and learning is embedded. Learning cannot take place unless behaviour is under control.

The purpose is to:

- Provide clearly explained expectations of behaviour that are understood by all pupils
- Maintain high levels of consistently positive behaviour
- Provide a consistent approach in rewarding excellent behaviour
- Provide a consistent approach in improving unacceptable behaviour
- Teach children to respect others and take responsibility for their own behaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents and carers

## **Intent**

All members of staff need to establish consistently high levels of behaviour with the support of parents/carers, ESC governors and administrators. Positive expectations are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

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. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension & Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## **Roles and responsibilities**

The Board of Trustees will have overall responsibility for:

- 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 Principal 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.
- 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 in writing 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.

The SENDCO will be responsible for:

- Collaborating with the governing board, Principal 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 policy 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 SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- 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 adhering to this policy.
- 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:
  - Principal
  - Deputy Headteacher



- SENDCO

- As authorised by the Principal, 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.
- 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.

### **Positive Recognition**

Good behaviour is rewarded and celebrated in a variety of ways throughout school. Parents/carers are invited to a celebration assembly every Friday, where the Principal or Deputy Head teacher awards certificates and prizes for effort and positive behaviours.

Other forms of positive recognition may include:

- Notes, telephone calls or emails to parents/carers
- Messages to parents/carers via the Marvellous Me app
- Awards via the weekly celebration assembly
- Class based systems
- Stickers
- Visits to the Principal and other senior staff
- Visits to other teaching staff

### **Foundation Stage**

The EYFS manage behaviour in line with the age of the children in the unit. If children demonstrate negative behaviour they are removed from the activity currently being undertaken by the child for a few minutes. If poor behaviour persists then the child is removed from the activity for the rest of the session.

Verbal praise is given regularly for good behaviour and stickers are used to reinforce positive behaviour when appropriate.

Both positive and negative behaviour is fed back to parents/carers at the end of a session on an informal basis as and when required.

## **Negative behaviour**

Children are expected at all times to:

- Be safe
- Be respectful
- Be responsible

Staff act in a professional and caring manner with the best interests of the child as a priority when implementing this policy.

Positive behaviour is reinforced using displays throughout the school and consequences will be used to ensure effective behaviour for learning (**Appendices 1&2**).

Classroom management is the responsibility of every member of staff and includes:

- Knowing your class (check SEND register and vulnerable pupils list)
- Use of praise
- Meet and greet
- Non-verbal communication
- Seating plans
- Quality first teaching
- Presence
- Tone, use of voice
- Where you stand in the classroom
- Proactively developing relationships with pupils

### **Sanctions Procedure: Classroom (See Appendices 1&2)**

### **Sanctions Procedure: Playground (See Appendices 1&2)**

Lunchtimes and playtimes can be problematic for children as they are in school but outside the normal classroom environment. We expect the same school rules and standards of behaviour to apply as during the rest of the school day. We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

### **Serious Incidents**

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

Any exclusion is managed in accordance with the DfE Guidance. The Latest DfE guidelines for exclusion are found in DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This can be accessed from the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

### **Public Sector Equality Duty (Equality Act 2010)**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

## Appendix 1

### The Consequences pathway for Springfield Academy:

Children are reminded about the rules and consequences procedure (**Appendix 2**). This may be done at the start of a lesson to set clear expectations. Each class will record warnings using a traffic light system. All children start the day on green. Their position on the traffic lights is reviewed at the end of the morning and afternoon sessions.

- C1**    **yellow**        - 1<sup>st</sup> warning (verbal)
- C2**    **orange**         - 2<sup>nd</sup> warning (verbal)
- C3**    **red**                - Final warning which is recorded electronically on CPOMS
  
- C4**                    - Pupil removed to another class for the remainder of the session. Break time detention takes place as soon as possible after the session. The class teacher will inform parents/carers and record on CPOMS.
- C5**                    - Pupil will be moved to spend time with a member of SLT for half a day, including an additional lunchtime detention. SLT will contact parents to inform and record on CPOMS.
- C6**                    - Pupil will be suspended for fixed period. Parents/carers are informed of the details of the incident via a letter and a copy of the letter is sent to the Chair of the Education Standards Committee and the Local Authority (see DfE Exclusions Guidance). This is recorded on CPOMS.

If a child has 3 or more C3s in one week, the class teacher will inform parents/carers and the child will be given a lunchtime detention which will be supervised by a member of the teaching staff. If behaviour does not improve class teachers may introduce additional communication methods with parents/carers as discussed with the SENDCO. Other tracking systems such as sticker charts or smiley faces may be used as appropriate with individual children. Each case should be assessed on an individual basis and communicated with the SENDCO/SLT.

It is the responsibility of class teachers to record consequences on the weekly behaviour and attitudes sheet (**in Appendix 1**) and also to ensure that all **C4, C5 and C6** consequences should be recorded on CPOMS and the SLT notified.

This electronic recording will create an evidence base which may be used to ensure the correct support and provision is in place for individual pupils.






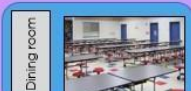
The same codes apply during lunchtime and playtimes as with the rest of the school day in order to ensure consistency and high expectations.

There may be occasions when behaviour is so serious that a sanction above C3 is needed. Such behaviours may include:

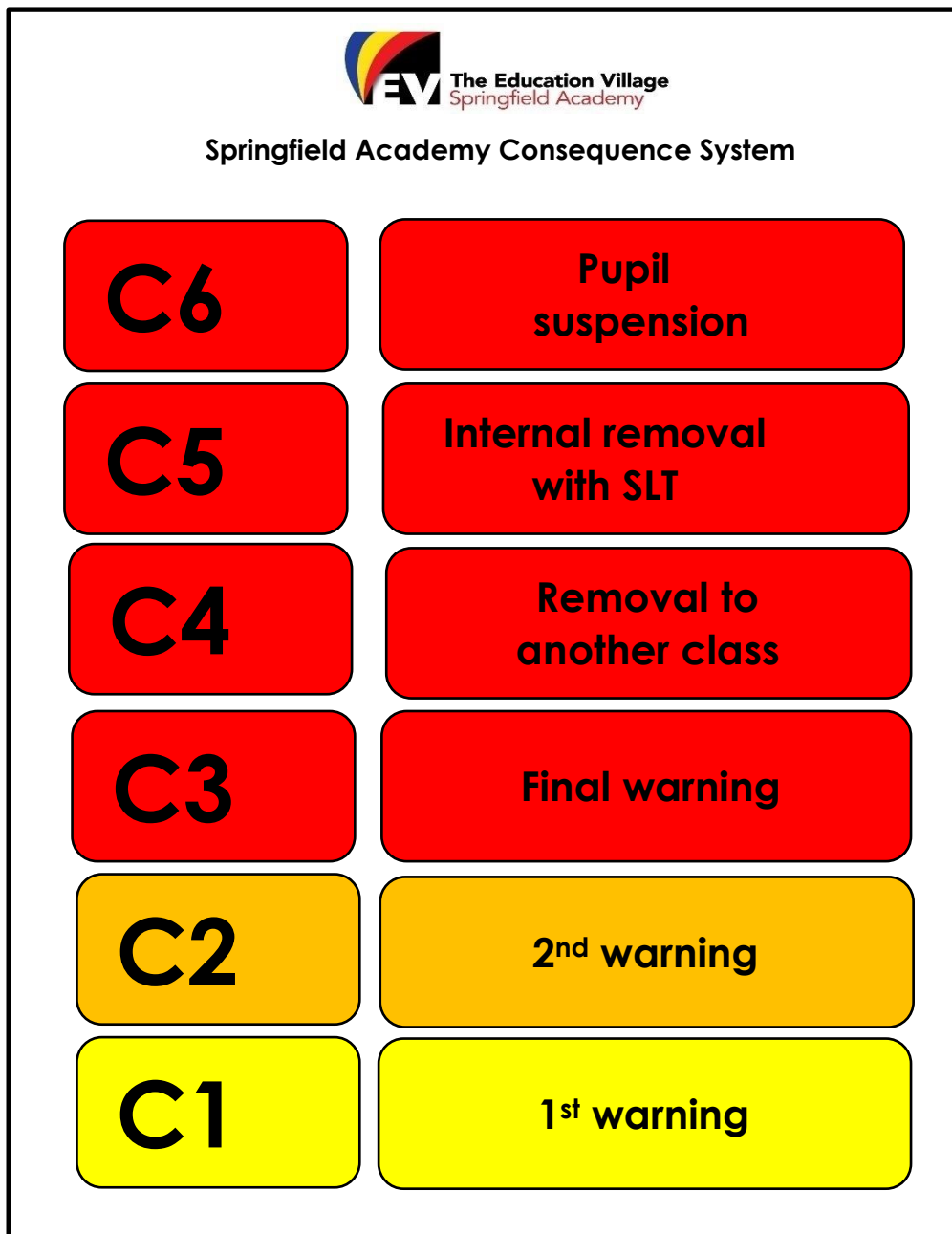
- Physical fighting between two children
- Foul and abusive language
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

In cases such as these it is suggested that a member of SLT is involved immediately and the appropriate consequence applied.

### Classroom Display Springfield

		<h2 style="text-align: center;">SPRINGFIELD ACADEMY</h2>		
<b>Academy Expectations</b>		<b>Be Safe</b> <ul style="list-style-type: none"> <li>• Keep classrooms neat and tidy</li> <li>• Use materials and equipment correctly</li> <li>• Follow instructions</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>• Dress, speak and act appropriately</li> <li>• Use good manners</li> <li>• Encourage others to do their best</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>• Be an active listener</li> <li>• Give your best effort</li> <li>• Bring the correct equipment to school</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>• Walk along corridors</li> <li>• Keep to the left</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>• Walk quietly and sensibly</li> <li>• Respect other people</li> <li>• Use good manners</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>• Keep the school clean and tidy</li> <li>• Respect displays</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>• Play in the right areas</li> <li>• Care for myself and others</li> <li>• Use equipment correctly</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Practice sportsmanship</li> <li>• Play together</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>• Respect the school grounds</li> <li>• Follow instructions</li> <li>• Play safely</li> <li>• Tidy away equipment</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Flush the toilet after you have used it</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>• Keep areas tidy</li> <li>• Flush the toilet after you have used it</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>• Turn off taps</li> <li>• Report any spills</li> <li>• Be sensible</li> <li>• Flush the toilet after you have used it</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>• Listen and follow instructions</li> <li>• Follow routines</li> <li>• Stay in the right areas</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>• Use an indoor voice</li> <li>• Use good manners</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>• Clean up after eating</li> <li>• Report any spills</li> <li>• Look after each other</li> </ul>

Springfield consequences display chart:



The chart is titled "Springfield Academy Consequence System" and features the logo of "The Education Village Springfield Academy" at the top. It consists of six rows, each representing a consequence level from C1 to C6. The levels are color-coded: C1 and C2 are yellow, C3, C4, C5, and C6 are red. Each level is shown in a rounded rectangle on the left, and its corresponding consequence is shown in a rounded rectangle on the right.

Consequence Level	Consequence
C6	Pupil suspension
C5	Internal removal with SLT
C4	Removal to another class
C3	Final warning
C2	2 <sup>nd</sup> warning
C1	1 <sup>st</sup> warning



## Appendix 2

### **The Consequences pathway for Gurney Pease Academy:**

Children are reminded about the rules and consequences procedure. This may be done at the start of a lesson to set clear expectations. All children start the day on 'Green' with no consequences. Over the course of the day, children's behaviour determines whether they remain on 'Green' or whether their behaviour warrants them turning to 'Yellow' or 'Red'.

Should children's behaviour not be *safe, responsible or respectful*, consequences will be applied and their name on the 'Good to be Green' class chart will be turned to yellow or red as deemed necessary. An initial verbal warning will not incur a consequence.

### **If a child is not following the school's expectations of behaviour during school time the following procedure is followed:**

A warning is given, making it clear what type of behaviour was unacceptable and referring to the school rule broken if possible. This will be communicated calmly and without irritation, in a non-confrontational manner. E.g. *Kirsty, you have broken our school rule because you haven't followed an instruction the first time; this is your warning.*

### **If the behaviour is not repeated:**

That is the end of the matter. When appropriate, praise the child for amending their behaviour. The next session is a fresh start.

### **If the behaviour is repeated:**

#### **Stage 1:**

At this point, the class Good to be Green Chart should show a 'Stop and Think' card. If the behaviour doesn't continue, then no further action will be taken.

#### **Stage 2:**

YELLOW CARD – a yellow card is recorded on the class Good to be Green chart and that it is for repeating the behaviour they were asked to stop earlier with the warning.

The yellow card is recorded on CPOMs and SLT included in the CPMs alert.

Five minutes of Golden Time will be lost (five minutes out for Early Years within their setting).

Positive relationships should be maintained and a positive acknowledgement of a child's actions should be made as soon as possible.



If the child demonstrates improved behaviour, then they will not progress up the consequences any further.

**If the child continues to break the school rules, they progress onto:**

**Stage 3:**

RED CARD – the child is told they have a red card which is reflected on the Good to be Green class chart and asked to take 10 minutes out in a designated area. The red card is recorded on CPOMs.

The child is expected to take the time out to reflect on their behaviour in another classroom. It provides space for the child, as well as allowing the Teacher and the rest of the class to get on with their lesson without disruption.

After reflection, the child is expected to have used the time to calm down and be prepared to get on with their work.

Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start.

15 minutes of Golden time will be lost (time out for Early Years within their setting).

**Stage 4**

Stage 4 is where the intervention of a Senior Leader is needed. This may be a continuation of poor behaviour through the previous steps or a one-off serious incident. In this instance, the pupil should be passed onto a Senior Leader by a member of staff with an understanding of the situation.

The Senior Leader will then deal with the incident and use professional judgement with regards to sanctions and punishments. The Senior Leader will liaise with both the Class Teacher and parents/carers to resolve the situation.

**Stage 5:**

Stage 5 is for behaviour that has failed to stop throughout Stages 1 – 4 or a one-off serious incident. The Principal will at this point intervene. Parents will be contacted by the Principal or, in their absence, another member of the SLT.

If due to the nature of the Stage 4 incident an investigation needs to be conducted, staff will follow the advice for investigating Section 10; Serious Incidents. At all times, this process must have minimum disruption to the lesson being taught.

When applying sanctions, the circumstances and needs of all children are taken into account, including those with SEMH needs. However, it is important for all children that the system is seen to

be for and equitable and a specific SEMH need will not mean that consequences may not be applied.

### Classroom Display – Gurney Pease

Academy Expectations		<b>Be Safe</b> <ul style="list-style-type: none"> <li>Keep classrooms neat and tidy</li> <li>Use materials and equipment correctly</li> <li>Follow instructions</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Dress, speak and act appropriately</li> <li>Use good manners</li> <li>Encourage others to do their best</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Be an active listener</li> <li>Give your best effort</li> <li>Be prepared</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>Walk along corridors</li> <li>Keep to the left</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Walk quietly and sensibly</li> <li>Respect other people</li> <li>Use good manners</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Keep the school clean and tidy</li> <li>Respect displays</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>Play in the right areas</li> <li>Care for myself and others</li> <li>Use equipment correctly</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Practice sportsmanship</li> <li>Play together</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Respect the school grounds</li> <li>Follow instructions</li> <li>Play safely</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>Wash your hands</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Keep areas tidy</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Turn off taps</li> <li>Report any spills</li> <li>Be sensible</li> </ul>
		<b>Be Safe</b> <ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Follow routines</li> <li>Stay in the right areas</li> </ul>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Use an indoor voice</li> <li>Use good manners</li> </ul>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Clean up after eating</li> <li>Report any spills</li> <li>Look after each other</li> </ul>