

Behaviour Policy

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INDEX

1.	Introduction
2.	Praise and Rewards
3.	Consequences for Poor Behaviour
4.	Serious breaches of the school's behaviour policy (C5 and C6)
5.	Bullying
6.	Early Years Foundation Stage (EYFS)
7.	Children with Special Education Needs and Disability (SEND)
8.	Behaviour outside of the formal curriculum
9.	Searching, Screening and Confiscation
10.	Mobile Phones
11.	Monitoring and evaluation

1. Introduction

Our primary school is first and foremost a place of learning, where pupils are valued and encouraged to do their personal best. We use a positive behaviour management approach that ensures children understand what kind of behaviour is acceptable in school. This is reinforced by praise and rewards as well as the explicit teaching of behaviour expectations at the beginning of each term.

Our school has high expectations of positive behaviour for all members of the school community. This policy is central to and underpins the delivery of the school's curriculums. The overriding aim of which is to support our children to become active and responsible citizens by equipping them with the life skills and personal attributes that they need for their future.

Our school values are at the core of our curriculum which are that:

- We respect ourselves and others
- We look after and value our environment
- We follow our class community rules
- We strive to be the best version of ourselves (We are **Motivated**, we have **Integrity**, we are **Respectful**, **Resilient**, **Openminded**, and **Reflective** - **MIRROR**)
- We celebrate and give back to our community

2. Praise and Rewards

At our school we have a dedicated staff team who are committed to the implementation of this policy and in turn the building of positive and respectful relationships. Staff have high expectations for all pupils and employ a number of different strategies to manage behaviour positively:

- Explicitly teach and model daily our behaviour expectations.
- Public praise and private criticism
- Catch *them* being good
- Acknowledge their feelings
- Give *them* a choice

- Be consistent
- Listen to children
- Pre-empt the causes of disruptive behaviour
- Be aware of your practice and how your actions affect children

At our primary school our emphasis is on praising and recognising positive behaviour. We praise and reward positive behaviour in several different ways:

- Verbal Praise
- Dojos – for being **Motivated**, showing **Integrity**, being **Respectful**, **Resilient**, **Open- minded**, and **Reflective**)
- Positive communication with parents through weekly MIRROR awards
- Headteacher Award
- Special responsibility, privilege or trust
- Half termly praise assemblies – parents invited to attend
- Community / Trust awards

3. Consequences for Poor Behaviour

On occasion there are children who display behaviour that is at odds with our school’s policy. As part of our approach to supporting our children in becoming good citizens, we have in place a clear system of consequences, the aim of which is to support the child to reflect on their behaviour and make the right choice in the future.

Securing consistent consequences that are used as infrequently as possible is an essential part of our behaviour management approach. The principles upon which consequences are based upon are:

- The minimum consequence necessary
- Immediate and short-lived consequence – new start – new day Consistent consequences for one off or repeated actions
- Allow the pupil time for reflection of their behaviour and the affect it has on them and their peers
- Consequences focused upon the act, not the child
- Clear, calm and consistent communicate by adults of their expectations of a pupil’s behaviour so pupils understand why they have received a consequence.
- Teachers and support staff who consistently model and praise acceptable behaviour

The consequences for behaviour that falls below our high expectations, are shown in the table below, are implemented when a child has been given a chance to correct their behaviour and has chosen not to do so. Consequences maybe altered according to the individual circumstances of each incident.

Consequences	Sanctions
Warning- rule reminders. A warning can be given to an individual and/or a group/class.	‘Pupil x you are distracting others from working. If you choose to keep talking that is a C1’
C1 Continuation of negative behaviour following the warning.	‘Pupil X you have continued to talk across the class, you are now on a C1.’ (Record on behaviour log.) If a pupil has received 3 x C1 they will be issued with a C2- as below

C2	The child is issued with a 15 minutes break loss, this could be morning playtime, lunchtime or 15 minutes in the playground. During this time the child is encouraged to reflect on what they have done and what they could do differently.
C3	<p>'Pupil X you are on the verge of a C3 because you are not behaving reasonably and following my guidance.'</p> <p>Parents informed via Parent to text messaging service. Child misses lunchtime break. During this time the child is encouraged to reflect on what they have done and what they could do differently.</p> <p>If a situation cannot be de-escalated, then sanctions under C4 will be implemented to prevent harm.</p> <p>Once a child has received 3 C3's an SLT member will need to speak to the child and parent/carer. A behaviour chart may be put into place at this stage.</p>
C4 Consistent episodes of negative behaviours Immediate C4 for health and safety	<p>A C4 can only be given when a child has worked their way through the consequences or immediately for health and safety.</p> <p>An internal exclusion used to de-escalate the situation. Parents informed by telephone.</p>
C5 Immediate threat to others	<p>If there is a situation that warrants exclusion then a fixed term referral needs to be made. A member of SLT will issue the fixed term exclusion notifying parents.</p> <p>A reintegration meeting will be arranged with the child and parent/carer following the fixed term exclusion.</p>
C6 Permanent exclusion	<p>A C6 can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff.</p> <p>This is as a last resort and in extreme circumstances.</p>

In the table below are some examples of the types of behaviour associated with each type of consequence.

Code	Behaviour
C1	Failure to follow instructions
C1	Distracting behaviour
C1	Lack of effort
C1	Not following school code of conduct.
C2	3 * C1 in 1 day.
C2	Damage/ misuse of equipment
C2	Disruptive behaviour
C2	Graffiti – book or furniture
C2	Aggressive or inappropriate language
C3	4 * C1 in 1 day or 2 * C2
C3	Violence towards another pupil

C3	Dangerous reckless behaviour
C3	Bullying incident inc. cyber bullying
C3	Swearing
C3	Aggression to staff
C3	Racism/ homophobia
C3	Taking something that doesn't belong to you.
C4	Setting off fire alarm
C4	Inappropriate sexual behaviour
C4	Physical assault on pupil
C4	Offensive weapon (possession)
C4	Serious and persistent failure to comply to school code of conduct
C4	Persistent targeted bullying
C5	Total failure to respond to school policy
C5	Offensive weapon with intent to use
C5	Serious physical assault

C1s are monitored by staff using a Behaviour Log. If a child receives frequent C1s i.e. more than 4 in a day, the 4th C1 will become a C2 and the child as per the policy will miss 15 mins of playtime and their parents will be notified. C2s through to C6s are recorded on CPOMs.

4. Serious breaches of the school's behaviour policy (C5 and C6)

Serious breaches of the school's behaviour policy may result in a suspension or permanent exclusion. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The school will always follow the Department for Education guidance on 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. This guidance lays out the procedure that the Head of School, governors, the local authority, and any other statutory partners identified in the procedure must follow, when the Head of School takes the decision to suspend or permanently exclude a pupil from the school. The Behaviour Policy and the procedures required to effectively implement the policy are reviewed annually, ensuring they are in compliance with the latest guidance from the Department for Education. The link to the full document is here

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

5. Bullying

We are committed to working towards equality of opportunity in all aspects of school life. Our aim is to ensure that no child is discriminated against. Our school has a zero tolerance towards bullying (inc. cyber bullying) including those motivated by prejudice and/or discrimination. The school is committed

to providing a secure and supportive environment in which children are happy, feel safe and able to thrive.

6. Early Years Foundation Stage (EYFS)

In Reception the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. We follow the school's positive approach to behaviour management and children can earn Dojos or move their name onto a visual cue such as a rainbow for making the right choices. Staff consistently encourage children to make the right choice in a supportive and caring manner. After the first few weeks of starting in Reception, the class teacher will contact the parents of any children who are persistently displaying unwanted behaviours to discuss home school behaviour management strategies.

As children move from Reception class into Year One, we take a blended approach in order to aid this transition. The C1 behaviour system is gradually introduced. The school's positive approach to behaviour management is our strongest focus at all times and positive reinforcement, verbal praise and Dojos remain the central focus.

7. Children with Special Educational Needs

We pride ourselves in being an inclusive and supportive community. We recognise that we are all individuals that have different needs and have had different experiences.

Supporting the mental health and well-being of all children is of paramount importance. We recognise that some children with special educational needs may require some extra support and reasonable adjustments are made based on specific, individual need.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Individual behaviour plans will be developed for and agreed with these children in partnership with teaching staff, parents and outside agencies where appropriate. A review of the plan will take place each half term and will be overseen by the school SEND lead.

8. Behaviour outside of the formal curriculum

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour Policy. Children are rewarded for good behaviour at playtime in the same way as the formal curriculum through Dojos. Children, in line with our taught behaviour expectations are encouraged to line up sensibly, look after playground equipment and walk quietly through school when going to break, lunch or visiting the library. We expect children in school to behave well at all

times both in the building, in the playground and when participating in school trips and visits.
Lunchtime staff report an incidents to class staff.

9. Searching, Screening and Confiscation

The school will always act in accordance with government guidance and its Searching, Screening and Confiscation Policy. In doing so the school will conduct searches of pupils using the following principles:

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance). Only the Head of School and members of staff authorised by the Head of School have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). See below for a list of prohibited items.

These members of staff are: Carolyn Greenwood (Head of School), Rachel Dickinson, (Assistant Head of School), and Ben Charles (LSA & Pastoral Support)

The member of staff carrying out the search will always be the same sex as the pupil and there will always be another member of staff present when the search is taking place.

The only exception is if the Head of School reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently.

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that pupils are at risk of harm. The school will always consider reasonable grounds before a search takes place. These reasonable grounds include:

- Hear the pupil or other pupils talking about an item.
- Be told directly of an item by a pupil, member of staff or a member of the public.
- A member of staff has seen an item.
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an item.
- Observations made via CCTV.

Prohibited Items:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Drinks with high levels of caffeine

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

Commit an offence

Cause personal injury (including the pupil) or damage to property

The complete Searching, Screening and Confiscation Policy is available on request from school reception.

10. Mobile Phones- handed in on arrival

At Luddendenfoot Academy we operate a hand in on arrival policy, in relation to mobile phones. Pupils who may be travelling to and from school independently, may require access to their mobile phone before and after school.

School does not permit any use of mobile phones throughout the school day.

On entry to the school each pupil should switch off and hand their device into the school office, where it will be stored securely throughout the day. These are then collected from the school office at the end of the school day. If a pupil requires access to their mobile phone on medical grounds, the mobile phone should be handed to their class teacher.

Any pupil found with a mobile phone in their possession during the school day will have their phone confiscated and a C3 issued. The first time a pupil has their mobile confiscated, they will be permitted to collect their device at the end of the day from the school office. In all subsequent instances, parent/carers will be notified and will be requested to collect the device from school.

11. Monitoring and evaluation

All staff throughout the school will be responsible for monitoring behaviour, however the Head of School, Senior Leadership Team will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Trust each term.

The Local Governing Body (LGB) will conduct an annual review of this policy.