



# **Stapleford Abbotts Primary Academy Behaviour Policy**

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**Review date: January 2024 (This policy will be reviewed annually)**

## 1. Expectations

As a TKAT school / academy we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are an academy that thrives to provide an environment of:

- Aspiration
- Respect and openness
- Enablement for pupils to thrive

through the values of:

- Shared voice
- Shared belief
- Shared success

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Stapleford Abbotts Primary Academy will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. SAPA will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

## 2. Policy Implementation

Staff are responsible for: Implementing SAPA's policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour.

The senior leadership team of SAPA will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with the academy's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the school's uniform.

## 3. Behaviour expectations

Students are expected to observe the following behaviours at Stapleford Abbotts Primary Academy and follow the School pledge:



Where students follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, or the adapted arrangements for individual pupils, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

## 4. Rewards

We want students to 'Work Hard, Be Kind, and do so With Integrity'. We define 'integrity' as doing the right thing because they know it is the right thing to do. Students' reward for good behaviour should be first and foremost their own self pride as a model young citizens.

Hot chocolate with the Headteacher is a reward for those children who are 'always' following the school expectations for behaviour. It is a fun, play based session on a Friday afternoon.

## 5. 'Success for all'

Stapleford Abbots Primary Academy motto is 'SUCCESS FOR ALL'. We believe that all pupils can be successful learners and it's our role to ensure they reach their full potential regardless of their starting points. We have the highest expectations for effort and behaviour and deal promptly with any issues that arise relating to these.

## 6. Learning Behaviours

Pupils have opportunities to be rewarded in the school for demonstrating Successful Learning Behaviours by being awarded with a [Capes and medals of success](#).

Each cape represents a Learning Behaviour pupils can demonstrate to become successful learners. Key Stage One children are awarded a cape of success or medal in Key Stage Two for showing one of our **key Learning Behaviours**:



1. **Resilience** - Being able to recover quickly from difficulties
2. **Drive** - Go over and above to achieve your goals.
3. **Concentration** - Think hard about your learning.
4. **Independence** - Try to have a go on your own.

In order to promote positive behaviour we will:

- Have clearly understood and displayed school, class and lunchtime rules
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour
- Create a caring, calm environment
- Promote the children's involvement and commitment to all aspects of school life
- Involve the school council

All staff must:

- Take time to welcome children at the start of the day
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to School Pledge

The Headteacher and Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise through phone calls, Golden Time Squares, Marvellous Me messages and certificates/stickers
- Ensure staff training needs are identified and met

- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours by members of staff who manage behaviour well:
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

## 7. Graduated Approach to Support Pupil

Stapleford Abbots Primary Academy has a graduated approach to supporting behaviour as detailed below:

- Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.
- Consistent Management Plans are in place for students unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum and other external agency involvement.
- Students and staff have school wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school. These include lost playtimes, time out in a 'buddy' classroom, removal from normal learning to reflect on behaviours, internal isolations and fixed term suspensions.
- Students with the most significant behaviour profiles are referred to external alternative provision for placements of varying duration dependent on need.

## Behaviour triangle



The school uses a simple, visual triangle for monitoring behaviour. This is consistently used throughout the school.

**'Green' behaviour** Our Behaviour Policy is based on a positive praise approach, with the expectation that children show 'green' behaviour. Green behaviour means that children are following the School Pledge and striving to be Successful learners.

### **Rewards for green behaviour**

We know how important it is to reward children's good behaviour therefore we have a number of rewards and incentives for our children:

- Stickers and certificates to reward positive behaviour
- Praise: focusing on children who are showing appropriate behaviour
- Class incentives- each class can design their own specific class rewards

## **Behaviour that does not meet expectations**

We understand that from time to time, children need support and reminders to make good behaviour choices. If children need reminders, this is done first using visual cues, then verbally using our 'Yellow 1' reminder. If the undesired behaviour continues, they are reminded again using 'Yellow 2'. Throughout this process, they are positively reminded of the green behaviour choices that we want to see. It is important that children of all ages realise that there is a consequence to their actions but they are also encouraged to think about how they can change that behaviour.

Promoting positive behaviour is at the heart of our school, yet there may be some cases when it is appropriate to enforce sanctions. As with all matters relating to rewards all sanctions should be appropriate to each individual situation, whilst attempting to keep a consistent approach. When dealing with inappropriate behaviour, teachers should try to follow these:

- ❖ **Remain calm**-this is essential for the situation as we should not say or act in a way that could anger the child.
- ❖ **Consequences**-the sanction must be suitable for the offence.
- ❖ **Fresh day**-Every day is a new day. A child's behaviour should not be carried over to the next day.

## **'Orange and Red' behaviour**

We teach the children that 'Orange' and 'Red' behaviours are the wrong behaviour choices and use teaching opportunities such as role play, storytelling PSHE lessons to reinforce this and to support the children to realise how these types of behaviours impact on them and those around them. These are also linked to our 'Zones of Regulation Curriculum to support the children to manage their emotions and self-regulate.

Orange behaviours are those where children are not taking responsibility for their own behaviour and making the right choice.

Red behaviour is when a child continues to not take responsibility for their own behaviour and making the right choice, or a serious incident has occurred that has caused harm to themselves or another person.

The consequences of the wrong behaviour choices are clear to children at all times. Random punishments are unacceptable and will not be used. Inappropriate behaviour is logged on CPOMS which is the school's secure online platform visible only to the teaching team and Senior Leadership. <https://www.cpoms.co.uk/privacy/>

***See appendix A for examples of graduated sanctions implemented by the school***

## **8. Suspensions and exclusions**

When considering suspensions or exclusions we will follow the guidance set out in the Department For Education's ["Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(Sep 22\)"](#)

Before the school uses a suspension or exclusion, they will consider the implications of the Equality Act 2010 and Families Act 2014. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices.

Only the Headteacher will suspend or exclude a pupil (or the Deputy/Assistant Headteacher in their absence). When a

child is suspended or excluded the Headteacher or a member of staff that they designate will inform the parent / carer immediately and clearly set out the reasons for the decision. If the child is supported by other agencies, they will also be informed as quickly as possible and typically within 24 hours. The local authority and local governing body will also be informed of all suspensions and exclusions as quickly as possible and typically within 24 hours.

Following any suspension there will be a reintegration meeting with the aim of supporting the child's future behaviour and a clear strategy to achieve this to ensure a 'fresh start'. Parents / Carers and other agencies will be actively encouraged to attend the meeting, however, should they not be able to attend, the child will continue to return following the period of suspension and the absence of other parties clearly recorded and retained. Any behaviour plans in existence will be updated.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to permanently exclude.

## 9. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. Stapleford Abbots Primary Academy has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with the schools Bullying policy AU 2 19 Anti Bullying Policy (2).pdf

## 10. Incidents relating to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the Headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence. All incidents relating to Protected Characteristics will be recorded and available to TKAT Executives and Governors.

## 11. Incidents relating to Sexual Harassment and Sexual Violence

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

## **12. Use of social media**

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school behalf
- using school logos or trademarks.

Any misuse of social media will be investigated by the Senior Leadership team Head and overseen by the Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on pages 3 and 4.

In accordance with the prevent duty, the school uses extensive and effective filtering of the school network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

## **Prohibited items and searches**

Stapleford Abbots Primary Academy have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

## **13. Use of reasonable force**

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school / academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

## **14. The power to discipline beyond the school gate**

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school related activity


- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school . This includes bullying and cyber-bullying.



## Appendix A Graduated Sanctions

The school sanctions for behaviour(s) are tabulated below:

Behaviour	Sanction
<p><b>0</b></p> <p>Expected behaviour - All children begin the day on Green and always have the opportunity to return to Green if they have moved to Yellow, Orange or Red once sanctions have been met.</p> <p>Green behaviour reflects a child's understanding of the School Pledge. Pledge stickers awarded to individual children who then add the sticker to the Class Pledge tree. Once all spaces on the Pledge tree are filled, the class teacher in consultation with their class will have half an hour of special Pledge time e.g. lego, painting, singing, gym trail.</p> <p><u><a href="#">Link to Behaviour curriculum</a></u></p> <p>Hot chocolate with the Headteacher is a reward for those children who are 'always' following the school expectations for behaviour. It is a fun, play based session on a Friday afternoon.</p>	 <p>The image shows a blue sign with white text mounted on a brick wall. The sign reads: 'Stapleford Abbots Primary Academy School Pledge'. Below the title, it lists five commitments: 'We will always have a positive attitude', 'We are kind and polite to others', 'We are proud of our school', 'We will make the right choice', and 'We will always try our best'. There is a small logo in the top right corner of the sign.</p>
<p><b>1</b></p> <p>Yellow 1 Example behaviours</p> <ul style="list-style-type: none"> <li>Negative attitude</li> <li>Being unkind and impolite</li> <li>Swinging on chair</li> <li>Ignoring an adult instruction</li> <li>Not engaging in the lesson</li> <li>Talking over others</li> <li>Low level distraction of others</li> <li>Arguing with peers</li> <li>Calling out</li> </ul> <p>((behaviour not consistent with Pledge))</p>	<p><u>Explicit Verbal Warning</u></p> <p>'Name' you have continued to <b>(describe action)</b> you now have to move your name down to 'Yellow 1' on the behaviour chart. If you choose to <b>(describe desired behaviour)</b>, you can move back up.</p> <p>If you choose to <b>(describe desired behaviour)</b>, you can move back to <b>Green.</b></p>
<p><b>2</b></p> <p>Yellow 2 Example behaviours</p> <ul style="list-style-type: none"> <li>Continuation of...</li> <li>Negative attitude</li> <li>Being unkind and impolite</li> <li>Swinging on chair</li> <li>Ignoring</li> <li>Not engaging in the lesson an adult instruction</li> <li>Talking over others</li> <li>Low level distraction of others</li> <li>Arguing with peers</li> <li>Calling out</li> </ul> <p>((behaviour not consistent with Pledge))</p>	<p>'Name' you have continued to <b>(describe action)</b> you now have to move your name down to 'Yellow 2' on the behaviour chart.</p> <p>If you choose to <b>(describe desired behaviour)</b>, you can move back to <b>Green.</b></p>

	<p>Yellow 2 applies if the first behaviour has not stopped and a new behaviour arises.</p>	
<p><b>3</b></p>	<p>Step 3 Behaviours</p> <ul style="list-style-type: none"> <li>Rudeness to staff</li> <li>Throwing small equipment</li> <li>Continual talking</li> <li>Refusal to follow instructions</li> <li>Disruption to learning</li> <li>Swearing</li> </ul>	<p><b><u>Time out of class in partner class (child to take an orange card to the classroom and must be supervised by an adult)</u></b></p> <p><b><u>(Willow/Silver Birch, Cherry/Sycamore, Oak/Sycamore)</u></b></p> <p>'Name' you have continued to <b>(describe action)</b>, you now need to think about making the right choice and <b>(describe desired behaviour)</b> in time out.</p> <p>Praise another child with desired behaviour.</p> <p>Teacher to speak to parents and log on Whole school Orange and Red behaviour log(SLT to look at this each week in Leadership meeting)</p> <p>If you choose to <b>(describe desired behaviour)</b>, you can move back to <b>Green.</b></p>
<p><b>4</b></p>	<p>Step 4 Behaviours</p> <ul style="list-style-type: none"> <li>Swearing directly at an adult or child</li> <li>Refusal to come in from playtime/lunchtime</li> <li>Leaving the classroom without permission</li> <li>Extreme physical play (Intent to hurt is not applicable)</li> </ul>	<p><b><u>Loss of breaktime or lunch play</u></b></p> <p>'Name' you need to go to time out with your phase leader for <b>(describe action)</b>.</p> <p>Then you need to <b>(describe desired behaviour)</b>.</p> <p>Child to move name to 'Orange'.</p> <p>Orange and Red behaviour log(SLT to look at this each week in Leadership meeting)</p> <p>Parents informed by teacher</p> <p>If you choose to <b>(describe desired behaviour)</b>, you can move back to <b>Green.</b></p>

<p><b>5</b></p>	<p><b>Step 5 Behaviours</b></p> <p>Continuation of Red behaviours</p> <p>Deliberate violence towards a child</p> <p>Racist incidents</p> <p>Incidents relating to sexual harassment and sexual abuse</p> <p>Uprooting furniture</p> <p>If you are significantly unkind to others including the use of sexual comments, remarks or jokes</p> <p>If you sexually harass another child, including online sexualised comments and / or requests for explicit photos.</p> <p>Extreme physical play (with the intention to harm)</p>	<p><b><u>Sent to Headteacher</u></b></p> <p>Possible sanctions at the HT's discretion:</p> <p>Internal isolation outside of class for AM/PM</p> <p>Headteacher to phone home</p> <p>Meeting with parents/carers with a member of SLT</p> <p>A Consistent Management Plan will be put in place for that child.</p> <p>Orange and Red behaviour log (SLT to look at this each week in Leadership meeting)</p>
<p><b>6</b></p>	<p><b>Step 6 Behaviours</b></p> <p>Continuation of level 4-5 behaviours</p> <p>Physical violence towards staff</p> <p>Leaving the school grounds</p> <p>Climbing on school property</p> <p>If you commit sexual violence, or sexual assault</p> <p>If you send explicit photos of yourself or share explicit photos of other children</p>	<p><b><u>Sent to the Headteacher</u></b></p> <p>Possible sanctions at the HT's discretion:</p> <p>After school detention</p> <p>Internal isolation for 1 day</p> <p>Fixed-term exclusion</p> <p>Lunchtime exclusion</p> <p>Meeting with parents/ carers</p> <p>A Consistent Management Plan will be put in place for that child.</p> <p>Orange and Red behaviour log (SLT to look at this each week in Leadership meeting)</p>

*The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances*

*The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table*