

# Behaviour Policy

St Aidan's CE Academy



Updated: September 2025

Review Date: September 2026

# **Behaviour Policy**

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**Our School Vision is based on the Christian belief that God sent His Son into the world to give us life in abundance. We work together to create a place where we...**

**LOVE** one another as God loves us and everyone feels valued and accepted.

**LAUGH** loudly at least once a day, making our school a happy place to be.

**LEARN** all we can the best we can including learning how to get along and disagree well. so that we **LIVE** to our full potential developing tenacity, perseverance and determination.

In our school we have a simple, straightforward and manageable behaviour policy based on consistency and certainty. Children respond to those people who they know will recognise them for going over and above and are just as certain that their poor behaviour will result in consequences. The school community works together as a team promote high standards of behaviour within the context of the school vision rooted in the person and teaching of Jesus, to implement this behaviour policy.

**The Headteacher** is responsible for the management of the policy, detailing the specific measures on behaviour and discipline that form the policy.

**Governors** are responsible for seeing that the policy is implemented.

**All Staff** are responsible for setting and maintaining high standards of behaviour. They are positive role models and apply the policy consistently and fairly. They teach pupils appropriate routines to promote a safe, calm and productive learning environment. **Parents** are an important partner and expected to work with school on developing good behaviour.

In our school we model the behaviour we want to see knowing good behaviour needs to be taught and retaught. We always deal with poor behaviour **kindly and consistently**. We...  
ALWAYS treat others with kindness and respect and the way they want others to treat them.

ALWAYS take responsibility for our actions.

ALWAYS accept everyone for who they are.

ALWAYS work together to sort out differences calmly and fairly.

In our school we have **3 School Rules**

**Be Kind**

**Be Respectful**

**Be Responsible**

**In our school we believe that Good behaviour allows us to:**

- build a community where all feel valued, safe and secure.
- create an environment which encourages and reinforces good behaviour and allows effective learning to take place.
- develop patience, tolerance, compassion and self-control.
- promote mutual respect, self-discipline and the taking of responsibility for our actions.
- build warm and supportive friendships.
- promote positive self-image, support emotional well-being and develop empathy.
- develop a sense of right and wrong so that children can make good choices.
- recognise children's achievements and efforts.

### **In our school we believe that Children behave well when:**

- the curriculum is interesting, exciting and meets the needs of individuals.
- staff ensure expectations are reasonable and children are neither bored by lack of challenge or over faced by tasks that are too difficult.
- there are clear expectations that are consistently applied.
- partnership exists between parents and school.
- they are told **what to do** instead of what **not** to do.
- they feel listened to and relationships are good.
- they are given responsibilities.
- they are encouraged to think of others.

In our school staff will ALWAYS recognise and praise children who are going OVER AND ABOVE rewarding them with our enthusiasm, encouragement, humour, time and attention.

In our school staff will deal robustly with negative behaviour but quietly and sensitively keeping this behaviour between the staff and the individual involved.

### **In our school Staff will:**

- Model and teach the behaviour expected leading by example and being positive role models.
- Follow the behaviour checklist and script.
- value all children and treat them with respect, dealing sensitively with children in distress.
- listen to children and deal with any incident appropriately.
- recognise and celebrate good behaviour.
- refer to our rules frequently and reinforce them through praise and reward.
- encourage children to take responsibility for their own behaviour,
- work in close co-operation with parents.
- help children understand that it is the behaviour that is unacceptable not the child.
- be alert to signs of bullying and harassment of any nature, deal with them firmly in line with school policy and ensure they are reported.
- support each other in maintaining good classroom management.
- play an active part in building up a sense of community.
- provide opportunities for pupils to shine as individuals and groups.
- provide opportunities that build up teamwork.
- deal with any issues personally not sending for others including the SLT unless it is to allow the child to calm down before they deal with them, speak to them and give the consequence. Telling children where necessary I will speak to you later, I am giving you time to calm down and then we will talk about it, I need to think about this, I need more information to make a decision.

### **In our school Children will:**

- be kind to others
- show respect to everyone including themselves.
- take responsibility for their own choices and actions.
- play their part in helping to create a co-operative, contented school family.

- follow the school rules.
- develop empathy for the feelings of others.
- follow school routines.

### **In our school Parents will:**

- work in co-operation with the school in implementing the Behaviour Policy.
- inform the school if there are factors at home that will influence a child's behaviour.
- inform staff if any bullying incidents arise.
- inform the class teacher if they have any general behaviour concerns.
- take responsibility for and make a positive contribution to improving their child's behaviour in school.
- celebrate and praise positive behaviour and achievements.
- support the school in applying sanctions and monitoring behaviour at home, early intervention and discussion with parents is mutually beneficial. The key professional in this process is the **class teacher** who has initial responsibility for the child's welfare.

### **Positive Behaviour:**

Staff look for opportunities to praise and reward all children who are behaving well, keeping our school rules and going above and beyond our expectations. Good behaviour is defined as..

- being kind to others through the things they say and do.
- showing respect to other children and adults in the classroom.
- showing respect to others in the playground and walking around school.
- taking responsibility for their actions.
- taking responsibility for their own learning.
- taking responsibility for others learning and allowing others to learn uninterrupted.
- following instructions first time.
- keeping going even when it gets tricky.
- showing excellent manners around school.

Children who behave we will always be recognised and rewarded.

Children who are doing the right thing will be praised and pointed out to others as a positive role model. Praise will be genuine and will sing out for others the expectation.

Children who are doing the right thing will be recognised and their name placed on the recognition board in the classroom and sent to share work or excellent behaviour with Mrs Walshe or Mrs Burkinshaw.

Children who are doing the right thing and making good learning choices will be chosen to be star of the week.

Children who live out our school Vision and demonstrate **Hope, Compassion and Respect** will be chosen to receive the St Aidan's Award.

## **Negative Behaviour:**

In our school we recognise that all behaviour is a form of communication and that young children are still learning what is acceptable behaviour and how to deal with their emotions. We therefore deal with all poor behaviour sensitively, quietly and as an opportunity to learn and develop. In our school children learn actions have consequences not punishments.

Staff will never ignore poor behaviour always speaking to pupils who are not showing appropriate behaviour using the agreed script. When talking to pupils about their poor behaviour staff will always remain calm. They will get in, deliver the script, give out agreed consequences, anchor the behaviour with a positive example and leave the child to think about their actions.

I noticed you are.....

It was the rule about ..... that you broke

**REMINDER ABOUT SCHOOL VISION**

You have chosen to.....

Do you remember ....

When you....

That is who I need to see today

Thank you for listening.

Staff will always follow up any consequences, giving pupils a chance to explain their actions using the following script.

"It was surprising to see (the poor behaviour) today I know you can do better than that. Tell me what happened..." We always listen without interrupting or arguing. Then staff will say "I can see why that would upset you/make you angry/cause you to lose control but here we don't (the poor behaviour) next time let's find a better way of dealing with it like I know you can. Give example of how to deal with it. Now you can go out to play/carry on.

In our school staff will leave children thinking about their actions and knowing that someone important thinks they can do better.

## **Behaviour Pathway**

All staff will deal with behaviour in a fair consistent and supportive manner. In each classroom, our St Aidan's behaviour pathway will be displayed to support pupils to make the appropriate behavioural choices:

<b>Gold</b>	Pupils will write their name in the St Aidan's Golden Book and receive a gold Headteacher's sticker. Each week, Golden Book pupils will have their photograph taken with Mrs Walshe. Pupils who reach gold 3 or more terms in a half term will also receive a special letter home from Mrs Walshe.
<b>Silver</b>	Pupils will receive a praise pad certificate at the end of the day from their class teacher.
<b>Bronze</b>	Pupils will receive a special sticker from their teacher at the end of the day.
<b>Green</b>	Pupils are making good learning choices and displaying excellent behaviour. This is the expectation for all, every day. Pupils who remain on green will be praised and rewarded in line with their age group, e.g. extra stickers, verbal praise, golden time etc. Pupils will begin each morning and afternoon session on green. This will also be reset whenever appropriate to support pupils with their behaviour, eg once a pupil has had some thinking time and shown improvement in their behaviour and attitudes.
<b>Yellow</b>	Pupils will be given an official verbal warning about their behaviour. This will be after several reminders and supported opportunities to correct their behaviour.
<b>Orange</b>	Pupils who are still persistently struggling to regulate their behaviour will be given the opportunity to have a few minutes thinking time in a quiet space in or outside the classroom, as appropriate.
<b>Red</b>	Pupils who continue to struggle to regulate their behaviour will miss a few minutes of their social time to have a restorative discussion with a member of staff. This will be no more than 5 minutes for EY/KS1 pupils and 10 minutes for KS2. Pupils who deliberately hurt others or use inappropriate language, will be moved directly to red.

In our school when children behave poorly staff will always give a cool, mechanical, predictable response that tells everyone their teacher is in control.

Depending on the individual needs of the child, they may need to access the nurture room/rainbow room to help them calm down before consequences are applied.

If a child persists in poor behaviour, then parents will be called in to discuss this and. Incidents will be logged on the schools CPOM's system. A range of strategies to support the child will be put in place

These include.

- regular phone calls between staff and parents
- achievement books/ school communication book.
- planned nurture time. This could sometimes be 1-2-1 with a member of staff, and at times may include a small group of peers. The amount of time out of class will be closely monitored by the class teacher.
- if necessary a referral to external agencies for support and advice will be made.

**Any** incidents that involved pupils being positively handled are always recorded in the red LA book. Parents are always informed of any incident recorded in the red book.

Consequences are fairly and consistently applied, always explained and are directed towards the behaviour rather than the individual and **NEVER** applied vindictively. Children are always given a 'way out' and taught how to avoid sanctions in the future.

### **Further Sanctions**

**Exclusion:** This is always carried out as a last resort and always in line with LA guidelines. We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any external and available additional support), exclusion is the next option for the school.

Please see the Exclusions Policy for more information

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Curriculum**

RE, Collective Worship, PSHCE, circle time and other curricular opportunities are used to teach children about appropriate behaviour. They are taught to take responsibility for their own actions and about social and interpersonal skills. They are involved in team activities, group play, discussion and a variety of activities to help them acquire the appropriate skills and attitudes needed to develop positive relationships.

## **Bullying**

**BULLYING IN ANY FORM IS NOT TOLERATED!** All staff will listen to reports of bullying and thoroughly investigate any incidents. The headteacher will notify parents of children who are involved in bullying activities. The school follows the Kirklees and Diocesan Guidance for Bullying.

Homophobic, racist, sexist or offensive language will be recorded and reported under LA guidelines.

This policy is updated annually. Parents are kept fully aware of the school's behaviour policy, which is available to all parents through the school and the website.

## **School statement on the reasonable use of force**

In exceptional circumstances all school staff can, when absolutely necessary, use reasonable force (in line with Team Teach procedures) to prevent pupils committing an offence, injuring themselves or others, or damaging property. Staff may be required to use reasonable force. This will be with a member of staff who has appropriate training.

The Headteacher should be informed of any incident that has led to the use of reasonable force and all these incidents which will be recorded in the Red Serious Incident Record which is kept secure in the Headteacher's office, as well as on CPOMS

Please see our Physical Intervention and Positive Handling policy for more information

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour:**

St Aidan's CE Academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) 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 these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include: short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long; Adjusting seating plans to allow for a pupil with visual or hearing impairments to sit in sight of the teacher; adjusting uniform requirements for a pupil with sensory issues or who has severe eczema; training for staff in understanding conditions such as autism; Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, St Aidan's will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for staff to sanction the pupil for the behaviour. Staff will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

St Aidan's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, 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/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Contact information: Kirklees SENACT 01484 456888 or [senact@kirklees.gov.uk](mailto:senact@kirklees.gov.uk)

**This policy is to be read alongside:**

*KCSIE (DFE guidance 2024)*

*Learning Accord Safeguarding policy*

*St Aidan's Academy Anti bullying and child on child abuse Policy*

*St Aidan's Academy Child Protection policy*

*Learning Accord Staff Conduct Policy*

*Learning Accord Online Safety Policy*

*St Aidan's Academy RSE policy*

*Learning Accord Exclusions policy*