

Behaviour Policy



ALLINGTON PRIMARY SCHOOL

Contents

Our Values	1
Our Aims and Ambition.....	1
Aims of the policy	2
Our Goals.....	2
Key elements of our approach.....	2
High Expectations.....	3
Pupil involvement and Class Charter.....	3
Agreeing Expectations.....	3
What we believe	4
Positive Behaviour Recognition	5
Responses to Challenge Behaviour and Support Learners.....	5
Exclusions	6
Expectations of staff	7
Pupil conduct outside the school gates.....	7
Power to use reasonable force	8

Allington Primary School is committed to providing an education of the highest quality which is relevant and challenging, set in a nurturing, secure, stimulating environment in which all individuals feel respected and valued, enabling them to attain their optimum potential.

Our Values

We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos:

School Core values:

- Togetherness
- Happiness
- Inspiration
- Nurture
- Creativity

Our Aims and Ambition

Our Behaviour Policy follows the model developed by Changing Chances called The Empowerment Approach. All staff have received training and support to develop and embed The Empowerment Approach.

Our overarching ambition is to create an inclusive school where children are supported to become confident, pro-social members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children may have greater needs and difficulties than their peers and this may mean it will be much harder for them to follow routines, work with

others and meet the daily demands of school and they will need greater support. Our inclusive school needs to be a place where **every** member feels safe, content and able to learn.

We want to inspire children to be aspirational and intrinsically motivated as these are attributes for life. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support. Every child deserves a champion.

We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths. We are educators, not controllers. When children do not meet expectations, we will therefore focus on working **with** them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

Aims of the policy

- To secure a calm, supportive and enjoyable environment for children and adults alike.
- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet these expectations and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about pro-social and pro-learning behaviours alongside our Citizenship learning and to promote British values.
- To promote our school values.

Our Goals

For all children to:

- Build the learning skills needed to achieve well in the classroom and beyond.
- Develop strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong.
- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

We utilise a systematic way of preparing young people to be at their best and a clear structure for responding when children do not meet the expectations agreed. We use straightforward strategies to respond in the moment and a consistent method of follow-up to ensure children make sustained progress.

Key elements of our approach

- Teaching children about their brains
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together

- Coaching young people to resolve unhelpful behaviour patterns

High Expectations

We uphold high expectations of our pupils and our adults, including the following:

- To show good manners and greet each other and adults appropriately using please, thank you, excuse me and apologies where appropriate.
- To respond appropriately in conversation e.g., saying good morning when they are spoken to etc. We are aware this can be difficult for some pupils.
- To greet people appropriately e.g., using their name and to hold doors open for others, moving around the school quietly and in an orderly manner.
- To take pride in their learning including completing their home learning (we ask that parents support this).
- To show acceptance of others, respect and kindness for others.
- To develop an independent and responsible attitude to learning, organising themselves appropriately for learning, trying hard to achieve their potential.
- To take pride in their appearance and wear the correct school uniform.
- To put up their hand before speaking in class and to remain in their seats unless they have permission.
- To show respect for property and resources.
- To be respectful when others are speaking.

Pupil involvement and Class Charter

We believe pupil involvement is key to secure pupil buy-in. We therefore begin each academic year by deciding and agreeing charters and procedures with pupils as a collaborative exercise. This will be revisited throughout the academic year as required. We believe the key to teaching children pro-social and pro-learning skills is to provide as much practice as possible in thinking through how people would need to talk and act for everyone to feel safe, content and able to learn and play at their best – for it to be, **'Good for Me, Good for You, Good for Everyone!'**

The process of agreeing class charters is as follows:

- Each class contributes, by first agreeing the behaviours which would ensure every member feels safe, happy and ready to learn.
- The final class charters are displayed in each classroom, along with reminders about our expectation that choices made are **'Good for Me, Good for You, Good for Everyone!'**
- Class charters are referred back to at all times to ensure that children understand the natural consequences of both showing pro-social and pro-learning behaviours and also the natural consequences of showing antisocial and anti-learning behaviours.

The process of establishing our class charters each year enables children to feel greater authorship in boundaries and leads children to have a greater investment in keeping to these. It also means children understand the purpose of the expectations; knowing the 'why' results in individuals feeling less controlled and better motivated to keep to the boundaries agreed.

Agreeing Expectations

Expectations for behaviour will always focus on what needs to be in place for every pupil at the school and centre around being 'Ready, Respectful and Responsible':

- Be able to learn at their best - We are **READY** to learn – we arrive at school on time, we have our equipment ready and we show that we are listening.
- Feel happy and good about themselves and other - We are **RESPECTFUL** – we listen when others speak and we respect the property of our friends and the school.
- Be able to own our choices - We are **RESPONSIBLE** – we know that all choices have consequences and we make choices that keep everyone safe. We move around school in a safe manner, we follow instructions to keep ourselves safe on school trips, we use equipment safely and we stay safe online.

Should our expectations be the same for everyone?

Yes. We believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to the charter. However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children will need adjustments and additional support and scaffolds to ensure they can succeed. Pro-learning and pro-social skills will be defined by pupils when they create their class charters, but some examples of behaviours that are pro-learning and pro-social are as follows:

Pro-social skills		Pro-learning skills	
1	Respond calmly when things go wrong	1	Move my body in a way that fits the activity (e.g. calm & quiet in assembly; fast & energetic in a game of basketball)
2	Talk to others in a kind way which helps them to feel good about themselves	2	Keep my voice at a volume that fits the activity (e.g. whispering in the library; clear & loud when sharing an idea with the whole class)
3	Keep my hands in my own space	3	Take turns to speak
4	Listen to others and work hard at really understanding their point of view	4	Listen carefully when others speak
5	Take turns in games and share equipment fairly	5	Keep my attention on the learning we are doing.
6	Look after equipment and resources with care- both yours and things that belong to others.	6	Move and speak in a way that helps people around me learn at their best
7	Solve problems in a way that means everybody's needs are met.		

What we believe

Key principles of our approach to behaviour:

- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mind-set towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **Positive, kind relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.
- **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.

Building the Foundations: how adults should prepare for children to be at their best:

There are four main elements to preparing children and young people to achieve the best they can:

1. **Teach children about their brain** so they can prepare to meet their needs positively: All classes will follow the school's neuroeducation teaching plans which will ensure children learn about their brains, their needs and are taught skills needed to learn and play successfully on their own and with others.
2. **Agree expectations** with children so they feel a sense of control over what happens to them and an ownership of boundaries.
3. **Help children to plan and prepare to be at their best:** All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.

4. **Show support:** work with children and put preserving good relationships first.

All adults will work hard to establish secure, positive relationships with children.

Positive Behaviour Recognition

We support our behaviour in school by recognising and acknowledging positive behaviour through a variety of tools including but not limited to:

- A smile, a positive comment, someone saying hello, thumbs up etc – anything that makes the person feel good
- Written comments on work
- Displays of high-quality learning in the classroom or public areas
- Staff give children stickers
- Staff give children house points
- We acknowledge the good work, behaviour and effort of individual children as part of our THINC assemblies
- Children sharing their successes with their class, other teachers, a member of the Leadership Team or the Headteacher.
- Class/ Year Group rewards

Responses to Challenge Behaviour and Support Learners

Initial Classroom Response

We recognise that there may be times when a pupil shows undesirable behaviour which has negative natural consequences. This behaviour may or may not be a deliberate choice. Whatever the reason, the reflection is the most important part of the process – see more information below.

Reminders are used first. The manner in which they are given will be considered and adapted to best meet the needs of the individual child, so as to avoid creating shame or anxiety. Children will be reminded of the 3 Rs 'Ready, Respectful, Responsible', using the class display as a visual reminder of behaviour expectations. If these reminders are frequent, they will be asked to reflect with an adult – this will involve a conversation that asks the child to think about their actions, the impact on others and what they will do differently next time. All children are different so the number of reminders given will depend on the individual child. Reflections are carefully managed to ensure they have minimal impact on everyone's other learning.

Some learners may have additional needs. This does not mean that our expectations are lowered but it does mean our response may be adapted, for example instructions may need to be repeated, visual supports used or additional chances to make good choices provided.

In some instances, behaviour may be too disruptive to learning and the child remaining in the class is no longer 'good for me, good for you, good for everyone'. We will assess the best space for children to continue their learning, such as in a parallel classroom, with the Inclusion Team or in the Headteacher's Office. Language to support this will always be behaviour-focused and not personal.

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that the right support is put in place so that all children are protected.

Behaviour Procedure

We approach behaviour with a 'curious not furious' mindset and understand that behaviour is a communication of a need (whether conscious or unconscious) and we will aim to respond appropriately. We will take a non-judgemental, curious and empathetic attitude towards behaviour and respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. All staff will consider context when interpreting behaviour and will ensure that discussions are behaviour focused and not personal.

If a child does not manage to keep to expectations, all staff and adults supporting within the school should follow the following steps when responding to a behaviour incident:

- 1. Responding in the Moment** – how adults should respond at the time when a child presents with unhelpful behaviours.
- 2. Follow-Up Conversations** – the way we follow-up after an incident to ensure the child does better next time
- 3. Improving Long-Term Outcomes** – how we support children who present with more significant difficulties to ensure ongoing improvement.

It is essential that these stages are followed consistently and systematically to ensure the approach is effective and to allow children to make the progress they deserve, progress which is essential for their own success and the well-being and achievement of those around them.

1. Responding in the Moment

Whenever a child is not meeting the expectations agreed:

- Incidents will be dealt with consistently in a calm yet firm manner
- We investigate in a curious and non-judgemental manner and will use the phrase ‘Good for me, good for you, good for everyone’
- We will acknowledge and empathise with their feelings and decide on appropriate next steps to get children back on track

This approach allows us to retain responsive, positive relationships with children, which we know are crucial for long-term wellbeing and success, whilst continuing to maintain our high expectations.

2. Follow-Up Conversations

Where we had to respond in the moment to an incident, a follow-up conversation should always take place with adult who has a good relationship with the child. This is not a conversation to revisit the incident but is an opportunity to work with the child to identify what triggered the event and consider pro-social choices moving forward that are good for everyone.

This is not an intervention, but a short conversation which should take place in a timely manner when the child is regulated.

3. Improving Long-Term Outcomes

If there is an escalation of incidents or evidence that children are continually struggling to meet our expectations, more intensive support may be needed. This could take the form of an intervention or resource, which may be provided by either the Class Team or the Inclusion Team.

All interventions will be recorded on our Provision Map system and outcomes will be monitored by the Inclusion Manager.

Suspensions & Exclusions

In very rare cases, where the various strategies have not been effective, and long-term outcomes have not improved, it may be necessary to suspend a child for a period of time. A fixed-term suspension may be used for a one-off breach (or persistent breaches) of the school’s Behaviour Policy. A Permanent Exclusion will only happen in response to a serious one-off breach or persistent breaches of the school’s Behaviour Policy and will only be used as a last resort after all other possible avenues have been explored. Suspension and/or Exclusion would be carried out in accordance with the Trust Suspension & Exclusion Policy, the DfE statutory guidance, and will be reported to the Local Authority. This would also be recorded in the child’s confidential pupil profile along with further details of the incident. Very careful arrangements will be made to ensure that any child returning to school after a period of exclusion is helped to behave appropriately.

Expectations of staff

All teaching staff are expected to adhere to and follow the 'Teachers Standards' (DfE June 2013), Keeping Children Safe in Education and the Trust's Code of Conduct Teaching staff must adhere to the terms and conditions outlined in the school teachers' pay and conditions document (STPCD). Modelling good behaviour is an essential part of the adult's role in a school. Teachers, support staff, volunteers and visitors are expected to conduct themselves appropriately as befits their role in our school. In particular the expectations of all adults in the classroom should:

- Be the role-model reinforcing positive behaviour
- Relate to children and each other in a calm and quiet manner
- Stay calm and in control of their own emotions (we do not shout at children)
- Trust, listen, encourage, praise, and respect every child and colleagues
- Treat everyone with courtesy
- Be consistent, positive and show that we care
- Recognise children's fears and individual challenges they may face
- Give access to the full curriculum at all times, not using it as a sanction (i.e. missing PE)
- All staff will record behaviour incidents on CPOMS

Pupil conduct outside the school gates

The behaviour policy applies whilst on school trips, visits and residential. The school is also aware of its safeguarding duties to children beyond the school day and where an incidence of poor / unsafe (but not criminal behaviour) is shared with school, a report is made on CPOMS and the incident followed up appropriately, including where appropriate with other schools and outside agencies as needed to safeguard the child.

Confiscation of items

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items"⁴ including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Lighters and matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

3) Mobile phones at Allington Primary school, mobile phones are not permitted in the school at all. Year Six children (who are allowed to walk to / from school independently) are permitted to bring a mobile phone with them on their journey to / from school. This is handed in at the classroom (turned off) each morning and placed into the tray which is then stored in the office. The phones are then returned at the end of the school day. At no point should a child's phone be turned on while they are on the school site.

Power to use reasonable force

The school follows the non-statutory guidance set out in **Use of Reasonable Force 2013 (DfE)**.

Teachers are entitled to use reasonable force to control or restrain pupils physically in the arrangements explained below. Force should not be used except in self-defense or an emergency, where a teacher might have to react quickly to prevent injury. Teachers should be aware that their actions must be considered and appropriate; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges.

The Education Act, 1997, added a section to the 1996 Act to clarify when teachers may use physical force to restrain a pupil. It allows teachers to use 'reasonable force' to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough);
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

The provisions of the Act do not just apply in the school itself. Circular 10/98 states that they apply whenever you have 'lawful control or charge of the pupil' (para. 10).

Circular 10/98 (para. 21) suggests reasonable physical interventions might be:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds.

Teachers must seek to avoid doing anything that 'might reasonably be expected to cause injury' (para. 23) or 'touching or holding a pupil in a way that might be considered indecent' (para. 24). They 'should always try to deal with a situation through other strategies before using force' (para. 25). The Circular makes it clear that records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences (para. 28-29). The school will inform parents to discuss any such incident with them.

The Act does not prevent a teacher taking action in self-defence or in some other form of emergency, when it might be reasonable to use force. However, in all cases of physical contact with pupils, it might ultimately be for the courts to decide whether a teacher acted 'reasonably' and the consequences of an error of judgement could be serious.

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