

INSPIRES MAT

Behaviour in Schools Policy

Document Detail	
Category:	Curriculum Management
Authorised By:	Board of Trustees
Status:	Approved
Date Approved:	October 2025
Next Review Date:	Annually: October 2026
Template date	Produced by CEO

Behaviour Improvement Policy (Part A)

"A good self-image is the most valuable psychological possession of a human being" [John Powell 1976]

"We must move toward developing competency and self-worth, accompanied by responsible decision making and helping one another. In this atmosphere schools can empower young people with courage, confidence and life skills instead of burdening them with feelings of fear and inadequacy. [Nelson, Lott and Glenn]

We are committed to creating a culture where every member of the school community feels valued and respected. We want to build a caring community, with values built on mutual trust and respect for all where every person is treated fairly and well. We aim to maximise the number of hours of high-quality learning each pupil experiences and seek to minimise lost learning hours caused by poor behaviour. Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage fully with academic, self and pathways free of distraction. In this environment, they have the best chance of developing positive behaviours and effective habits for learning. We insist on high standards and expectations when it comes to behaviour.

This will pervade all aspects of school life through:

- the culture and values of the school
- how pupils are taught to behave
- our response when pupils behaviour does not meet expectations
- the relationships between staff, pupils and parents.

Aims

The Academy aims to:

- promote the highest possible degree of consensus about standards of behaviour among staff, children and parents
- provide clear guidance to staff, children and parents about standards of behaviour and their application
- encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of successes and problems
- develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and punishments are fairly and consistently applied and that they are appropriate to the situation
- promote tolerance and consideration for others regardless of race, creed, gender/sexual orientation, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying
- ensure the safety and wellbeing of children, members of staff and the general public
- allow children to develop and demonstrate positive abilities and attitudes
- teach children to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour
- teach children to take care of and respect their environment and community
- give children every opportunity to take responsibilities and to make a full contribution to improving behaviour in the Academy

Rights for All

Our rights are an expression of the fundamental values that we, as a community, encourage, teach and promote. To ensure everyone's rights are protected; members of the community must abide by the 'fair' school rules and accept the responsibility of their own behaviour.

Values held by our schools' communities

- A healthy school is a successful school
- Equality of opportunity and treatment regardless of gender and race
- Caring and tolerance by all members of the community to all members of the community
- Justice and fairness
- Personal responsibility
- To be happy and successful
- Co-operation and participation

We all have the right to

- Learn or teach
- Be safe
- Be treated with respect

Our responsibilities are

- To respect the rights of others
- To have ownership of our behaviour
- To follow the class codes of conduct
- To respect our school environment

Teachers and pupils at the Academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour management is an integral part of the whole Academy curriculum which teaches appropriate and relevant social skills to all children.

This enables children to participate fully in the home, Academy and local community and prepares them for the responsibilities of adult life in an ethnically diverse society. We expect children to be well behaved in and out of the Academy. This includes travelling to and from school or within close proximity of the Academy. Where it is deemed that the behaviour of a child outside the Academy, outside of usual school hours, has brought the Academy into disrepute

School procedures: celebrating achievement within our school (Part B)

All schools within the Connected Learning Multi Academy Trust will utilise a variation of the strategies below at varying times of the year. Evidence suggests that a one-size-all strategy does not suit each class, let alone each school. As such Leaders will apply various initiatives during the academic year which are pertinent to the needs of their school and their class. Additionally, strategies to support positive interactions and high levels of engagement require regular review, adaptation and refinement to meet the ever-changing needs of the children.

School Rules

Our school rules are simple, consistent and clear across all areas of the school:

- Be Safe
- Be Ready
- Be Respectful

Circle Time/ School Council

Our school also uses the Smart School Council model to raise issues, ensuring every child has a voice in improving our school community.

Circle Time and class meetings provide a structured forum for class discussions. They give teachers great insight into pupils' attitudes, concerns and opinions on school topics. Within this framework, topics such as making rules and behaviour can be discussed in an open, democratic way. Circle Time promotes group co-operation and cohesion as well as raising self-esteem.

Circle Time can be very rewarding for both staff and pupils as they build up trust with one another. It is essential to ensure that all participants in Circle Time feel comfortable. There are many 'warmup' activities that can be used to achieve this.

Celebration of Achievement – Whole school approaches

The whole school approach to behaviour improvement is a positive approach and the celebration of achievement is an essential part of this. The more valued a child feels the more positive is their self-image. When children feel their efforts and achievements are recognised by the other children and adults within a school, they will strive to achieve more. Fundamental to any whole school, positive approach to behaviour improvement is the support of the Head Teacher.

The Headteacher's Input

Promotion of a positive system of behaviour improvement must begin with the Headteacher. It is essential that he/she has a very active and high-profile participation in the celebration of achievement. At **Cherry Tree Academy** this happens through:

Headteacher awards/stickers

The Headteacher has a collection of special stickers that the children can choose from when they bring examples of excellent work [for that child].

The sticker is attached to the work and initialed by the Headteacher; a copy may be taken to send home for parents/carers.

Headteacher certificates

These certificates are awarded for participation in special events or contributing to school life in a special way. These can be individual or class awards [e.g. participation in District Sports, Music Festival]. These are often presented at a whole school assembly.

Cherry on Top certificates and stickers

At the end of each week a whole school assembly is held to celebrate the special achievement of one child from each class. The Headteacher leads this assembly and class teachers explain to the whole school how and why the child has been nominated for the award.

Contact with Parents

Staff often inform parents personally of their child's special achievement, by telephone, before or after school and through the Home School books or emails.

Class Dojos

Children are awarded Class Dojos to acknowledge a wide variety of achievements or successes. This includes acts of kindness to others; good manners, offering questions or answers in class; identifying mistakes in their work and using this as a learning opportunity.

Walkabouts

The Senior Leadership Team spend time in classes, observing and talking to children, looking at work and celebrating individual/class successes. This is very supportive for Class Teachers and indicates to the children that the senior management of the school take an active interest in their classroom activities. Positive comments show appreciation of the hard work resulting in a good classroom atmosphere.

Certificates for Reading, Writing, Maths, and PE to recognise outstanding learning

Each classroom has a designated area for the children's Certificates for Reading, Writing, Maths, and PE to recognise outstanding learning. This is a piece of work, selected by the child, which they are particularly proud of.

MDA stickers

MDAs on the playground award stickers and/or Class Dojos for a number of reasons including appropriate behaviour, good choices and for having a healthy lunch. This helps the children have a sense of continuity and consistently all through the day.

Celebration of Achievement – Classroom procedures

The Elton Report suggested that classroom management skills were perhaps the 'single *most important factor in achieving good standards of classroom behaviour.*'

Classroom management

- Class teachers, HLSAs and LSAs should plan very carefully to ensure their lessons run efficiently and effectively at all times.
- All classrooms should be organised so that the children have adequate working space and easy access to equipment. Books and other resources

- should be displayed to create an attractive, stimulating work environment.
- Class teachers should take much time on displaying children's work, demonstrating how this work is valued. All children should have work displayed over the year.

Planning

Work planned by the class teacher should be differentiated to cater for the individual children's abilities and needs. Teaching of activities should be very varied so the children experience a wide range of teaching styles and stimuli. Support staff should work alongside the class teacher to support individual children or small groups.

Classroom reward systems

Catch them being awesome!

A ticket system is used whereby children are given a ticket when they are seen doing something exceptional, being kind, or being a good role model. They write their name on the ticket and put it in a "Caught Being Awesome" jar. Once the jar is full, they get an incentive: extra playtime, etc. which is chosen by the class.

Simple steps towards effective behaviour management

When managing behaviour, staff adopt a PACE approach (Playfulness, Acceptance, Curiosity, Empathy) in line with the Thrive ethos. This helps ensure that interactions are calm, supportive and emotionally attuned, encouraging pupils to reflect and regulate rather than react.

- Establish a positive supportive relationship with the children.
- Ensure that children are stimulated and working on purposeful activities. Well-motivated children rarely cause problems!
- Regularly reward positive behaviour, with attention, praise and encouragement.
- Identify problem areas/sessions and try to divert or modify the child's behaviour before there is a need for disciplinary measures.
- Be very familiar with the school rules. Use rules reminders, and be clear, polite, consistent and firm about the behaviour boundaries.
- Always remain calm when speaking to children. This helps maintain authority and confidence. It also preserves the positive relationship with the child/children. Whenever possible, ensure that the child is calm and reasonably receptive before you discuss behavioural issues.
- Avoid discussing behaviour incidents in public. If the child feels humiliated in front of his/her peers the reaction will often be more extreme, than in a more private setting.
- Try to avoid confrontation. If this is impossible, ensure a respectful approach is always used. Always focus on the behaviour rather than the individual.
- Be consistent in using school procedures, so staff can support each other in addressing individual children's behavioural needs and the needs of the whole school.

Raising children self-esteem is the most effective way of improving their behaviour. If the child spends much of his/her time with adults who concentrate on their failings, their self-esteem or self-image may be damaged. Their emotional, social and academic development could be blighted. If, however, a child experiences respect for their opinions, has appropriate behaviour reinforced and is given time and approval, they will develop a sense of security,

identity, belonging and competence. The best way to enhance a pupil's self-esteem is to, verbally and through actions, makes them feel special.

Appendix 1: Progression of expectations

BEHAVIOUR PATHWAYS- Appendix 1

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message		
Stage	Example behaviour	Script
1.REMINDER	<ul style="list-style-type: none"> • Refusal/disobeying instructions • Disruption of others learning (indirectly) • Inappropriate behaviour (physical contact or annoying gestures) • Inappropriate response 	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice. Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2.WARNING	<ul style="list-style-type: none"> • Targeted disruption of others learning • Continued refusal to comply with instructions • Physical aggression (to another or general) • Rudeness to an adult • Persistent low-level behaviours 	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name),</p> <p>Do you remember when(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3.TIME OUT	<ul style="list-style-type: none"> • Lack of compliance after previous warnings • Persistent medium level behaviours • Endangering the safety of others • Seriously impacting on the learning of others 	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to.....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
4.FOLLOW UP - REPAIR & RESTORE		<ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
5.INTERNAL EXCLUSION/ISOLATION	<ul style="list-style-type: none"> • No improvement following restore • Persistent disrespect towards staff • Continued disruptive behaviour • Serious physical/verbal actions 	<p>You have chosen not to adhere to the school behaviour code. I would like you to reflect on your behaviour and choose the right way to behave in the future. I am happy to explain what we would like to see, what we want to see is.....</p> <p>Should you choose not to change your behaviour then the next period of isolation will be for 3/5 days</p>
6.FIXED TERM EXCLUSION	<ul style="list-style-type: none"> • No change in behaviour following internal exclusion • Seriously endangering others or themselves 	<p>Your behaviour is unacceptable and not what we expect of children at Iceni. What we want from you is.....</p>

Demonstrating a clear escalation process is so important. It's a big part of ensuring consistency and certainty for the child.

All members of staff start with RELATIONSHIPS being positive, taking ownership of forming good relationships with children in their classes and keeping children working within the stepped boundaries listed above. This is the GREEN PATHWAY:



If this negative behaviour is repeated, despite reminders and conversations about the 3 school rules, the child moves to the ORANGE PATHWAY:



At this point the child needs to have it explained to them that they have repeatedly broken the school rules and aren't behaving in a way we expect at school. Explain it is now being formally recorded and they need additional timeout. It also means that the next time they choose to do this a sanction will be imposed and other adults will be involved. This conversation should be done privately during repair time. The child should be shown a child-friendly copy of the behaviour pathway.

If this is repeated further, the child moves to the RED PATHWAY:



The repair meeting now needs to include the phase leader and a phone call home to parents. An immediate sanction needs to be put into place and a plan of action decided as to how to manage the behaviour differently. This now needs explaining to the child in private and other adults including need to be involved.

Immediate 'Red pathway' behaviours:

Any and all incidents involving racial, homophobic and repeated bullying-type behaviour, including physical behaviour will be logged down immediately and move to RED PATHWAY with sanctions and action plans being implemented.

LOGGING AND TRACKING

Once a child's behaviour reaches the ORANGE PATHWAY this will be logged down using behaviour sheets and completing the behaviour calendar. The type of behaviour exhibited will be recorded and tracked so that patterns in types of behaviour for individuals and for the school as a whole can be examined. Forms are kept in a folder and checked regularly by class teachers and the senior leadership team to ensure escalation is robust and families are kept informed where appropriate.

Our approach when addressing behaviour which significantly disrupts learning/ is defiant

Disruptive behaviour or verbal behaviour

Any name calling, disruptive behaviour, inappropriate actions towards others or the breaking of school rules will result in the loss of a break time and/or lunchtime. The class teacher will then begin a consequence monitoring chart in order to track behaviour over a period of time (Appendix A)

When incidents of this type are highlighted to a member of staff they will inform a member of the Senior Leadership Team (SLT) who will keep a record of the incidents. **Two incidents involving the same child** will result in the Headteacher **contacting parents**. Further incidents will result in the implementation of an individual behaviour plan. All behaviour records will be kept in a designated file in the Headteacher's office.

Aggressive behaviour or inappropriate physical contact

Incidents which involve a **child being aggressive either in an intimidating manner of through physical actions** will be passed by the member of staff directly to a member of the SLT. If an investigation corroborates actions of this type the sanction will be immediate **loss of break time and lunchtime for 3 days with parents being informed by the SLT member**. All records will be kept.

Should the child persist in this manner the Headteacher will arrange a meeting with the parents whereby sanctions from loss of break time and lunchtime for a week up to suspension (internal/external) may occur. All behaviour records will be kept in a designated file in the Headteacher's room.

Escalation of sanctions:

Stage 1 - verbal warning

Stage 2 - teacher action, for example moving the pupil in the classroom, accompanied by a move from the green to the amber on a visual display

Stage 3 and 4 -This 'further action' is most likely to be displacement from the classroom or moving to an alternative supervised space, break time sanction such as being sent to the Headteacher. This may then escalate to a Behaviour Tracker report (reviewed weekly) and parental meeting. All significant sanctions lead to targeted behaviour support to offer a structured improvement programme appropriate to the pupil. Initial intervention following a behaviour incident.

It is vital to adopt a range of intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. This may include providing mentoring or coaching, short term behaviour cards or longer-term behaviour plans or engaging with external agencies to address specific challenges such as poor anger management, difficulties with peer relationships or social skills.

In addition, Thrive approaches are used to identify emotional needs and support self-regulation. Staff may use Thrive assessments or targeted Thrive time with the Thrive Leader to help pupils build the skills they need to succeed socially and emotionally.

Stage 4 Sanction

Behaviour deemed to warrant a 'zero tolerance' approach, may call for a Stage 4 sanction. In all year groups, it may be appropriate to default immediately to the Stage 4 sanction, if behaviour warrants it. For this, the sanction may result in suspension or exclusion.

Reward and Behaviour Charts- Appendix 2

Some pupils benefit from personalised reward or behaviour charts to encourage positive behaviour and engagement. These charts are designed collaboratively with the pupil, class teacher, and, where appropriate, parents and the SENCO. They focus on achievable, positive targets and regular praise to reinforce success. Reward and behaviour charts are reviewed regularly and adapted in response to pupil progress and feedback.

Individual Management Plans

For pupils who require additional support with their behaviour, consistent management plans are developed collaboratively with the Senior Leadership Team (SLT), the SENCO, class teachers, and parents. These plans outline:

- Consistent approaches and expectations across all staff
- Known triggers and early warning signs
- Agreed de-escalation and support strategies, including Thrive-informed interventions
- Positive reinforcement methods to encourage desired behaviour

Plans are reviewed regularly to monitor progress and adjusted where needed. All staff working with the pupil are informed of the agreed strategies to ensure consistency and predictability.

The Thrive Approach- Appendix 3



Thrive is an evidence-informed approach to supporting emotional wellbeing and mental health in children and young people. It helps all pupils feel safe, supported, and ready to learn, by recognising that behaviour is often a communication of unmet needs.

Across our school, we use the Thrive Approach to:

- Build positive, secure relationships between staff and pupils
- Identify and respond early to emotional needs
- Support children to self-regulate and develop resilience
- Embed emotional wellbeing into everyday teaching and learning

All staff are trained in Thrive principles and use them in daily interactions. Thrive assessments and strategies are used where needed to support pupils' emotional development, complementing our behaviour expectations of being Safe, Ready and Respectful.

By embedding Thrive across the school, we aim to ensure every child feels seen, understood, and supported to thrive both academically and emotionally.

As part of our Thrive practice, the whole school takes part in a regular Wellbeing Time. This provides a dedicated opportunity for all pupils to focus on emotional wellbeing, build connections, and engage in activities that promote self-regulation, mindfulness, and positive relationships across the school community. The Thrive Approach underpins our behaviour policy and supports the emotional wellbeing of all pupils. It helps children understand and manage their emotions, build positive relationships, and develop resilience. By embedding Thrive across the school, we promote emotional growth alongside academic achievement.

Identified pupils work with the Thrive Leader to promote positive behaviour and emotional regulation. Through structured sessions, targeted interventions and consistent language, pupils learn strategies to express their feelings safely and appropriately.

All staff use Thrive-informed strategies in daily practice, such as adopting a PACE approach and restorative conversations to repair relationships and promote understanding. Thrive complements our school rules – Be Safe, Be Ready, Be Respectful – and supports the creation of a calm, nurturing and inclusive learning environment.

Supporting Pupils with SEND- Appendix 4

Pupils with special educational needs or disabilities (SEND) may require additional support to meet behaviour expectations. These pupils are discussed regularly in One Plan meetings with the class teacher and the SENCo to identify effective strategies and support mechanisms. Plans are designed to promote inclusion, consistency, and progress, while recognising the individual needs of each pupil. Thrive-informed strategies are incorporated where appropriate to help pupils develop emotional understanding and resilience.