

Victoria Lane Academy



Whole School Policy and Guidelines for Behaviour Management 2026-2027

A Member of the Tudhoe Learning Trust



Introduction

‘All staff have responsibility to provide a safe environment in which children can learn’ (KCSIE 2026).

Victoria Lane Academy expects pupils to display the highest levels of conduct at all times, resulting in excellent outcomes for Behaviour and Attitudes. We believe that the most important part of behaviour management, is based on mutual respect between all members of the school community and developing positive relationships with pupils, parents and carers. We strive to work in partnership with parents and carers so that school and parents can work together in the best interests of the child and share success and praise.

School's ethos and the planning of a broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. We believe in developing classroom environments, to encourage positive behaviours, establishing rules and routines, and setting clear limits. We believe in rewarding positive behaviours to motivate children and we use sanctions consistently, when negative behaviour is displayed. It is expected that all staff, including support staff, will adhere to this policy. School has a common approach to behaviour management with clear systems of behaviour management and routines embedded throughout school.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools February 2024
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Keeping Children Safe in Education September 2026
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, Paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault/ harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/violent behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/ Biphobic • Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

• Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Challenging discriminatory behaviour:

All discriminatory behaviour will be challenged and incidents recorded on CPOMS. This includes, homophobic, transphobic, racist and misogynistic incidents. Support is provided to both victim and perpetrator and issues are addressed through direct teaching, such as PSHE curriculum.

Challenging sexual violence and sexual harassment:

We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. All cases of sexual violence and harassment will be taken seriously – it will never be viewed by staff as ‘banter’ or ‘children being children.’ Staff and governors receive training and updates in line with KCSIE 2026 around challenging any incidents of sexual harassment. The school’s RSE curriculum addresses issues such as discrimination and consent from an early age (see PSHE curriculum document).

Details of our Trust’s approach to preventing and addressing bullying are set out in our schools antibullying strategy.

Educate and Celebrate

At Victoria Lane Academy we believe in creating a whole school culture that is safe and inclusive. Our aims underpin and maintain an ethos of mutual respect, openness and fairness. Victoria Lane Academy are proud to be a part of ‘Educate and Celebrate’. Our school does not tolerate any types of discrimination, which include acts against anyone due to their:

- Disability
- Gender
- Race
- Race
- Religion and belief
- Sex
- Sexual orientation
- Pregnancy and Maternity

Aims

- To provide a safe and happy environment, to meet the needs of all pupils.
- To enable all children to be on-task with their learning and achieve their potential.
- To create an environment to encourage and reinforce good behaviour and develop the child's self-esteem.
- To maintain the calm, positive ethos on the school recognised by all who visit.
- To define acceptable standards of behaviour, to teach children to think about their behaviour and to learn self-control.
- To encourage consistency of response to both positive and negative behaviour so they are fairly and consistently applied.
- To encourage and reward good behaviour rather than to simply punish negative behaviour, by providing a range of rewards for our pupils, of all ages and abilities.
- To ensure that the school's expectations and strategies are widely known by both adults and children and understood in a whole school, consistent approach.
- Develop positive relationships and work in partnership with parents and carers.
- To ensure all children and adults feel safe and secure and valued as part of our organisation.

Roles and Responsibilities

The governing body:

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

The Headteacher:

The Headteacher is responsible for implementing a clear and consistent school behaviour policy based upon the advice within this Trust policy, with explicit guidance for staff on how to implement it. This must be reviewed annually and reported upon in the termly report to governors. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The staff:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Staff are responsible for the following:

- To listen to our children and to hear their point of view.
- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground and outdoor environment well.
- To trust our children and to care about them equally.
- To treat children as individuals and to take an interest in their lives.
- To see each day as a fresh start.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are asked to:

- Respect all members of our school community, including staff and other pupils;
- To listen to adults and each other in lessons and in assemblies and to consider each other's feelings;
- Respect their own and other pupils' property, and to take care of books and school equipment;
- Be well-behaved, well-mannered and attentive;
- To take a positive role in all classroom activities and to try as hard as they can;
- Walk quietly and calmly when moving around school;
- Be punctual;
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone
- Not bring sharp or dangerous instruments to school, or any item that might cause a problem;
- Wear the correct school uniform, or appropriate clothing; jewellery should not be worn.

The Curriculum and Learning

We believe that a well-structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the involvement of pupils in their own learning, and structured feed-back can all help this. Lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.

We have standardised, age-appropriate systems of marking within school to avoid confusion for the child. Marking can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. We believe that the "tone" of the school and classroom is extremely important, ensuring children have a pleasant and positive learning environment. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way children behave. We recognise that the way we deal with situations, including the verbal and body language response we use, may influence the future behaviour of the child. Adults need to stay calm but speak and act firmly.

Our classrooms are organised to develop pupil's independence. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. We maintain a high-quality learning environment, with quality displays of children's work. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Routines are

established in classrooms for the beginning and end of days, transitions between activities, break times and lunchtimes. These routines are regularly discussed and reinforced.

Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- Developed through discussion with pupils, within classes and across the school, fed back through class and assembly discussion
- Kept to a necessary minimum;
- Positively stated, telling the children what to do rather than what not to do;
- Made explicit to all;
- Consistently applied and enforced;
- Used to promote the idea that every member of our school has responsibilities towards the whole school.

Rewards

Rewards are a very powerful tool for teachers/adults in school to use to encourage positive behaviour, good attendance and good work. A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward for all children. The general practice of classroom management involves many rewards being given to children on a daily basis. Meaningful praise is given, to help increase our children's academic and social competence. This demonstrates to the other pupils that positive behaviour receives more attention than negative, and also as a reminder of expected behaviour. In addition to praise, other reward systems are used throughout school to reinforce positive behaviour. A wide range of rewards are offered daily and weekly including verbal praise, certificates, stickers, trophies, prizes, extra playtime etc.

Class Dojo

Another positive reward system, 'Class Dojo' has also been adopted by school and each class. This is an online resource; all staff can send messages to parents, they may include photos of high-quality work or a child working well within a group or by themselves. Parents all have individual log-in details so that they can receive the messages. Prizes are awarded every time 20 Dojo points are collected.

Awards Assemblies

At the end of the week, we hold a whole school awards assembly. During this celebration, each class teacher awards certificates for excellent behaviour, attitude and effort: these may relate to academic or social achievements. In addition, there are collective whole class awards for attendance, reading and times tables success.

Restorative Justice

Our school should be a place where adults model respectful, caring and compassionate language with each other and children. If you misbehave there are consequences to other people ... whether you are caught or not. We will listen to your side of the story and then we also expect you to put things right. The Reflection Room offers an opportunity for this restorative process.

People need to:

- be able to express their views and feeling and have them considered
- take responsibility for choices and be accountable for the impact of those choices

Guidelines for Consequences

Factors we consider before issuing a consequence include:

- Severity of the incident
- Historic/recent behaviour of the child
- Age of the child
- If the child has a special educational need
- Mitigating circumstances (e.g. – if the child was provoked)
- The response of the child following the incident of poor behaviour
- Anything else which the child wishes to tell us

It is an important distinction to make that these factors do not ever mean the poor behaviour is acceptable, instead they offer a context to the poor behaviour which must be considered before consequences are issued.

The Zones of Regulation

This is a system that we operate in the school. The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach our children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

In every class there is a Zones of Regulation display and at the start of the academic year and during regular reinforcement lessons, the children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen children's understanding of how to self-regulate, the lessons set out to teach children these skills:

- how to read others' facial expressions and recognise a broader range of emotions
- perspective about how others see and react to their behaviour
- insight into events that trigger their less regulated states, and when and how to use tools and problem-solving skills.

This will be adapted throughout the school to be age-appropriate, so younger children (EYFS) will learn through stories such as "The Colour Monsters" and "Mood Bears" whilst KS1 and KS2 will use the Zones of Regulation visual icons and associated terminology. Some children will benefit from a weekly individual Zones of Regulation intervention with Mrs Ambrose to help them regulate their emotions.

Behaviour Chronologies (CPOMs)

Sometimes children find it challenging to reach the behaviour expectations set by the school. These children will have a Behaviour chronology (CPOMs) where incidents of poor behaviour will be recorded along with the consequences given and any other actions taken. The Senior Leadership Team will be alerted, as well as the SENCO if appropriate.

If there is a series of behavioural incidents or a one off serious behavioural incident, a Senior Leader will investigate and deal with the issue according to our Behaviour Policy and record actions on CPOMS. If a behavioural incident is referred, the first point of call should be a review of previous behaviour incidents. If

children have a risk assessment then behaviour needs to be recorded straight onto the risk assessment and CPOMs under the appropriate heading.

Keeping a log of incidents allows us to have a clear picture of behaviour issues across the school for our most challenging children and to identify if early intervention is required. In addition, it enables us to see any patterns in behaviour and staff can take collective responsibility for promoting good behaviour at school. It also provides a log of the actions we have taken to deal with incidents in school and we can provide precise information for outside agencies.

Sanctions/Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. It is made clear to the child displaying negative behaviour, why the sanction is being applied, and how behaviour needs to change.

This should be linked to the 'Class Charter' displayed in every classroom, e.g. 'That's a warning because you didn't speak to Tom respectfully'. Whenever possible, the member of staff will then present the consequence as a choice the child has made, e.g. 'You refused to do as I asked so you will miss part of your playtime.' Sanctions are used which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances.

Staff also discourage the punishment of a whole group unless this is unavoidable or appropriate.

Initially a verbal or non-verbal warning will be given; a non-verbal warning could be a shake of the head, a 'look' or a hand on the pupil's head or shoulder to indicate an awareness of the negative behaviour.

There is a "ready to learn" behaviour management chart in every classroom KS1 and KS2 classroom. Negative behaviour will result in the first verbal warning, followed by a final warning before further negative behaviour will result in the child being given a consequence for repeatedly making the wrong choice. After a verbal reminder is given and if poor behaviour persists, the child's name is moved from 'Ready to Learn' to 'Warning' on the behaviour chart. This is a visual warning. If poor behaviour persists, the child's name is moved to 'Consequence' and a consequence is given. At the start of each teaching session, children's names are moved back to 'Ready to Learn', and the procedure starts again.

The consequences given depend on the negative behaviour stopping – if it does, a period of time-out may be given to the child. This will simply mean the child misses some of their playtime or lunchtime so they have a period of reflection. A more serious consequence would be the loss of an entire playtime or lunchtime. Consequences for children in EYFS are immediate and include being spoken to by an adult about their behaviour, being taken away from an area of provision temporarily and/or time-out (2 minutes) on the carpet. At the beginning of the next lesson, each child has a fresh start.

A child may also be asked to spend time in another classroom (or in the Wellbeing Room with Mrs Ambrose during afternoon lessons) if they are being very disruptive, and preventing others from learning, this will allow them time to calm down, and their classmates to continue their lesson, undisturbed. After an appropriate period of time, the child will be returned to their own classroom.

Our Behaviour sanctions include:

- Verbal reminders
- Ready to Learn chart in every classroom
- Time out/de-escalation in another classroom, on the carpet (EYFS) or the Well-Being Room (PM only)
- Mentoring

- Reflection Room (opportunity to reflect and change behaviour)
- Contact parents
- Going on to report (can be recommended by any staff, agreement needed from a leader)
- Withdrawal of privileges (miss a club, a lunchtime play, a break time)

If the poor behaviour is persistent, and/or causing safety concerns then it should be referred to the Deputy Headteacher or the Headteacher and any or all of these actions may be appropriate:

- Inform parents/carers.
- Call parents/carers into school.
- Initiate a Behaviour Improvement Plan.
- Initiate a Behaviour Contract.
- Initiate a Pastoral Support Plan.
- Issue an internal exclusion for a fixed period.
- Suspended from school for a fixed period.
- Permanent exclusion (following serious incidents)

Lunchtime Supervision

Children are closely supervised during lunchtimes, by members of teaching/non-teaching staff, while in the dinner hall. Lunch will be served in several sittings as both staggered breaks/lunchtimes are in operation. Any misbehaviour will be dealt with, following the same procedures as at playtimes. Children will be spoken to by staff initially, which will hopefully defuse the situation. Continued misbehaviour, a refusal to follow rules or defiance may result in a senior member of staff being asked to speak to the child. They will then decide on an appropriate sanction.

Class teachers are made fully aware of anything that's happened over lunchtime, which may affect a child or children, during the afternoon session. Any serious incidents at lunchtime are recorded on CPOMS so senior leaders will be alerted and serious misbehaviour may result in time-out with senior staff. Information can also be passed onto parents at the end of the school day, if this is deemed necessary.

Repeated incidents can lead to lunchtime suspension; this is done as a last resort, and follows extensive discussions with the Headteacher. Any accidents are recorded in an Accident book.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our procedures for dealing with allegations of abuse against staff for more information on how we will respond to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 appropriate support programmes for that child. We will work with parents to create the plan and review it on a regular basis (see below)

Behaviour Plans

On some occasions, staff may find it helpful to create a special behaviour plan/pastoral support plan and possibly a Risk Assessment, for individual children. This will be done in conjunction with the Behaviour and Pastoral Lead, Mrs Ambrose, Safeguarding, Attendance and Welfare Officer, Mrs Azzouzi and SENDCO, Mrs Addison, if appropriate.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

Parents are involved at an early stage to make an action plan together. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves. When a child demonstrates persistent and ongoing problems, we will involve the parents at the earliest possible time, aiming to work closely together for consistent boundaries and behaviour management of the child.

Daily home/school diaries may well be used for two way, honest and open communication between home and school. It is vital that the child perceives that the parents and school are working together and that the parents are backing the school. Frankness and honesty between parents and school are vital for helping the child. Parents must respect the school for their experience, knowledge and professionalism, the school must respect the parents for their knowledge of the child.

Children, who are consistently choosing to behave badly, will have parents or carers contacted. Parents and carers will be made aware of their child's behaviour, and asked to discuss this with their child. It may be necessary for the parents or carers to come into school and meet with their child's teacher, member of the SLT or the Headteacher, if a child is persistently defiant, disruptive, abusive, violent or aggressive towards others.

Behaviour/Emotional Difficulties

School recognises that some children in school are affected by a lack of (or poor) discipline. In addition, some children are slower to develop social skills conducive to learning but these children are supported appropriately within school to reach the levels of behaviour expected.

Emotional and behavioural difficulties take many forms, i.e.

- A pupil may become withdrawn and unable to make friends;
- A pupil may be unable to concentrate on class work or homework;
- A pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined and strategies may well be needed to build or rebuild the teacher/pupil relationship.

In school, staff have undertaken training in the Zones of Regulation, a programme which helps children to identify and use coping strategies when dealing with their own sometimes challenging emotions. Social and emotional interventions or counselling may also be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. Close liaison with all concerned individuals and agencies, e.g. parents, teachers, Attendance Improvement Team, EWEL team, Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.

Violent/Aggressive Behaviour

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling strategies may be used (Team Teach) but as a last resort if all de-escalation strategies have not worked. The child should be removed from the situation as soon as possible and a member of the Senior Leadership Team will be informed immediately. Immediate action to involve parents will be taken. We will then work with parents to devise an action plan that meets the child's needs. In some cases, this may involve other agencies, such as social services, the Educational Psychologist etc.

Use of reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

We have eight members of staff trained in 'Team Teach', where positive handling may be required. We use a range of de-escalation strategies continually at school, but on rare occasions it may be necessary to intervene physically. This will only be the case for the following reasons:

- A child is placing himself or herself at harm.
- A child is placing other children at harm.
- A child is placing an adult at harm.

Only trained staff (AAm/SD/ACa/HW/AAAd/ACo /SW/JA) will intervene physically.

- Records of the physical intervention (RPI) will be recorded and kept
- Team Teach guidelines will be followed.
- Parents will be informed if physical intervention has been necessary
- Parents of children who are at risk of physical intervention being necessary, will be asked to meet with school and complete a consent form. This provides an opportunity for school and parents to discuss strategies and for parents to ask any questions related to physical intervention.

Isolation

In some circumstances, if a child is causing serious disruption in the classroom, they will be temporarily removed from their class. They will then work in another classroom or the Well-Being Room (PM only), where they will be supervised by Mrs Ambrose, our Behavioural and Pastoral Lead. During isolation, children may remain in the unit for the whole day, including break times. Parents will be consulted to discuss their child's behaviour.

Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Suspension

Children who display consistently poor behaviour will not be allowed to attend before and after school clubs, including Breakfast Club. Attendance at all events outside of normal school hours (8:40-3:15pm) is dependent on good behaviour.

On occasion, children may be sent for a fixed term period of suspension from school at home. If the problem is severe or recurring, then suspension procedures are implemented in consultation with the Governing Body.

Training

Staff are provided with training on managing behaviour, including proper use of restraint where appropriate, as part of their induction process. Behaviour management will also form part of continuing professional development.

Outside Agencies

All schools have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help, however on certain occasions help may need to be sought from outside agencies, including an Educational Psychologist and EWEL Team. Advice may be sought from the Pupil Inclusion Panel, formerly the Behaviour Panel.

Temporary placements in specialised learning environments may sometimes best meet a child's need, for example, enhanced provision.

Differentiated Approach

For most pupils, our Behaviour Policy and our stepped approach to dealing with behaviour works well. However, for some pupils, when we apply the Behaviour Policy, they are not always able to make successful corrections to their behaviour. For these pupils, alternative systems can be put in place, for example, differentiated Ready to Learn chart incorporating more steps, creating safe spaces in the classroom for time out or allowing additional sensory breaks during lessons, expecting smaller chunks of learning time and work produced, or time in the well-being room, which is continually manned by staff.

Monitoring Arrangements

The school will continue to follow government guidelines surrounding safety of pupils and staff in school and will review and revise this behaviour policy accordingly.

Date of Last Review: July 2026	Date of Next Review: July 2027
Lead Member of Staff : Headteacher: <i>H. D. Whitfield</i>	Lead Governor: Chair of Governors: <i>K Short</i>