

Behaviour Policy

Date: September 2025

Review Date: September 2026

Table of Contents

Aims	2
Purpose	2
Principles.....	2
Expectations of Adults	4
Middle leaders	4
Senior Leaders	4
Recognition and Rewards	5
Managing Behaviour.....	6
Risk Assessment	7
Reasonable Force.....	8
Recording	9
Mobile Phones	9
Safeguarding	10
Complaints	10
Equality and Diversity	10
Modern Slavery Act.....	11

This Behaviour policy coordinates with:

Safeguarding

Equality

Exclusions

Anti-Bullying (cyberbullying)

Positive handling and powers to search

Skerne Park Academy is committed to creating a safe and secure environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The school has 3 simple expectations that form the backbone of our school 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

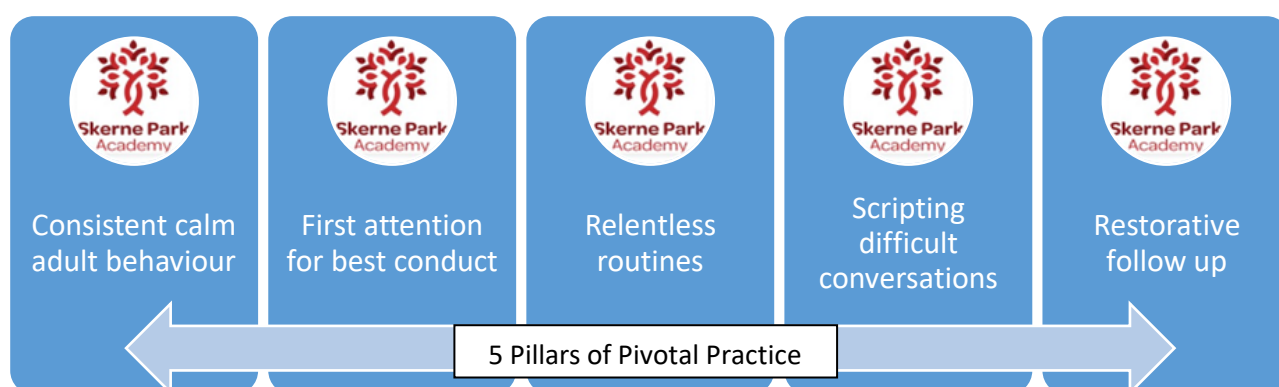
Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour choices are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- The school will create a calm and orderly environment to enable pupils to learn effectively.
- The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect,

understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

- The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.
- The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.
- The school offers comprehensive support to pupils displaying problematic behaviour choices, before and/or alongside disciplinary measures, considering pupils' home circumstances and any SEND.
- Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.
- Guidance on the use of physical intervention will be agreed upon by the Headteacher and Academy Council, and is clearly set out within the school's Behaviour Policy and Physical Intervention Policy.
- The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

Our Behaviour Policy is based on the *Five Pillars of Pivotal Practice*, and are explained further in our Behaviour Procedure.



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

At Skerne Park Academy we know that all behaviour is communication. We know that having positive relationships between adults and children is the basis of having positive behaviour.

Expectations of Adults

Consistent adult behaviour will lead to children consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the classroom door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Middle leaders

Middle leaders are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence in school, particularly in their phase, to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go over and above expectations.
- Encourage use of Positive Postcards and Positive Phone Calls home.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions across the phase.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Arbor or CPOMS) to target and assess school wide behaviour policy and practice.

- Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

- To have kind words and kind voice
- Give children rewards and praise
- Be just and fair
- Have a sense of humour

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

At Skerne Park Academy, we recognise good behaviour, effort and conduct in the following ways:

Focus	Method	Approach
Learning and effort	Dojos Positive postcards	For effort and successes in their learning. Teachers record via Dojo points online. Weekly rewards for 2 children per class who have received the most Dojo points. The most achieved (top 2 children per class) will receive a half-termly reward
Learning and achievement	Child of the week Celebration assembly	Friday assembly. Teachers to read POTW certificate to the children and explain the learning / achievement, etc. Any other recognitions to be celebrated, including sporting achievements.

Values and behaviours	Reward stamp cards Recognition boards	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change weekly. Children will gain stamps for going 'over and above' in terms of the school's values and their behaviours over the course of the week. The stamps can be traded for half-termly rewards.
All	Positive phone calls home Positive postcards	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

Managing Behaviour

Engagement with learning is always our primary aim at Skerne Park Academy. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom to regulate, for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account.

All staff responding to a dysregulated child should adhere to the four R's.

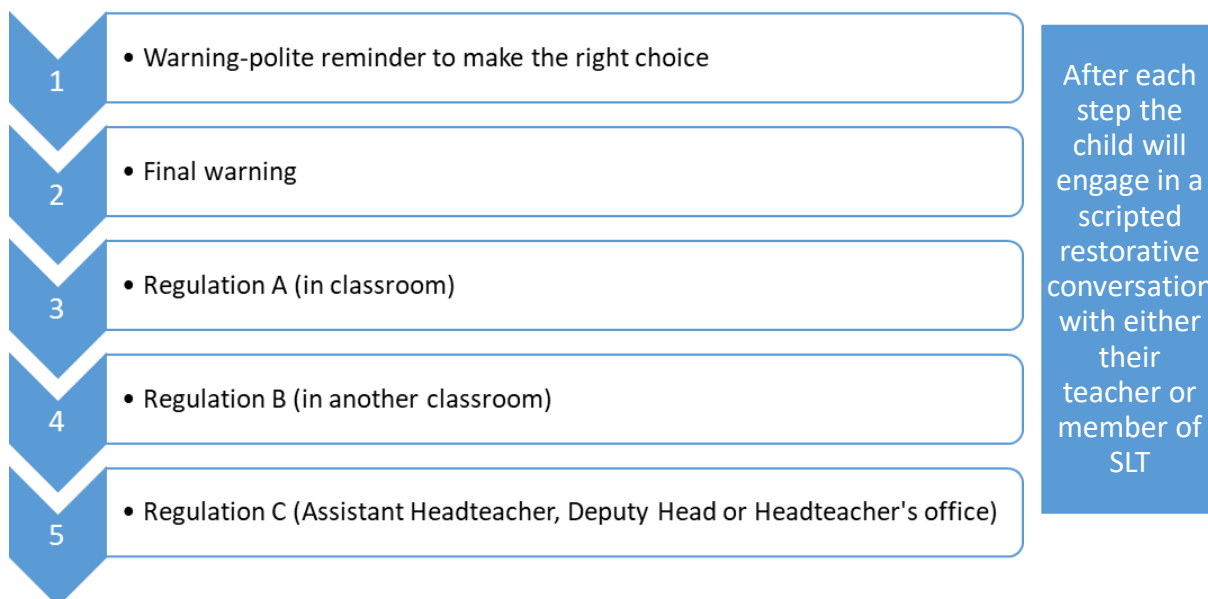
Regulate-find a way to sooth the child albeit through distraction, movement, grounding techniques etc.

Relate-connect with the child by showing that you understand why they are dysregulated

Reason-a way to reflect on their current behaviour by discussing alternative solutions

Repair-a way of re-connecting, especially if a child has hurt staff/peers through being dysregulated

Steps in supporting children to adopt positive behaviours are outlined below. Each of these stages have a scripted conversation which are explained further in the behaviour procedure.



If all steps have been followed consistently and staff are unable to regulate the child and the child still poses a risk to themselves or others, then parents/carers may be called to help aid regulation and act as a change of adult. This is to prevent fixed term suspension.

Suspensions

Suspension is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The child may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent suspension will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

Risk Assessment

Risk assessments are required for children who display extreme behaviour.

Planned physical intervention may be a planned response for specific children if staff are aware of emotions being triggered to support the child in deescalating their behaviour and regulating their emotional state in a safe environment and will be stated in their support plans/other relevant documentation. This differs from emergency use of restrictive physical restraint where a child behaves in unforeseen ways. Research evidence clearly shows that injuries to staff and children are more likely when the intervention is not planned.

An effective risk assessment procedure, along with well-planned preventative strategies (individual positive handling planning), will help to keep emergency use of restrictive physical interventions to an absolute minimum.

Staff should be aware that in an emergency situation, the use of reasonable and proportional force is permissible if it is the only way to prevent injury or serious damage to property. Whenever practicable, before physically intervening a staff member should attempt to de-escalate the situation by other means.

A calm and measured approach to a situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration. The staff member should continue attempting to communicate with the child throughout the incident, and should make it clear that the physical intervention will stop if it ceases to be necessary.

Reasonable Force

The term 'reasonable force' covers the broad range of actions involving a degree of physical contact with children.

It is always a last resort and used in very rare occasions. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.

Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder.

In school, force would only be used for two main purposes – to control children or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and always depends on the individual circumstances. The following list is not exhaustive but provides examples of situations where reasonable force can and cannot be used.

We would use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

We will not:

- use force as a punishment – it is always unlawful to use force as a punishment.

Recording

All incidents of unacceptable behaviour should be recorded and logged on Arbor (School Information Management System) and must be written by the member(s) of staff observing the incident.

Incidents of restrictive physical intervention are recorded in a bound numbered book which is kept in the school office. Records of restraint must be retained and kept accessible for 25 years after the D.O.B. of the child. Positive handling plans, risk assessments and the respect and positive relationships policy for the previous academic year must also be kept. An incident log must be completed to record any injuries that result from the use of restrictive physical intervention.

Mobile Phones

We recognise that mobile phones, cameras and digital devices are now an integral part of our culture and can be of considerable value, particularly in relation to personal safety. However, balanced with this is the need to safeguard children and staff from cyber bullying, inappropriate use of the Internet and the misuse of social media such as Facebook, Snapchat and Instagram. At Skerne Park Academy the use of mobile phones and other similar devices is prohibited and we have adopted the following procedure.

Mobile phones are handed in on arrival.

In some circumstances, children may require access to their mobile phones before and after school, therefore on entry to the school each child hands in their device to school staff and these are then kept in secure location, which the child does not access throughout the school day. These are then handed back to the child at the end of the school day. We are mindful that even if a child has handed in one mobile phone, they may have another mobile phone in their possession.

Schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006). Staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows school staff to search a students' phone if we have reason to believe the phone is being/has been used to commit an offence or cause personal injury. Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

Complaints

All complaints should be raised with the school in the first instance.
The details of how to make a formal complaint can be found in the School Complaints Policy.

Please copy and paste the above statements in, at the end of your policy, where applicable. (For example, complaints statement would not be added to staff policy).

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Control of Documents- Records/Policies

Document Name	Staff Member
Behaviour Policy 25-26	Clair Gooding

Description	Name / Title	Signature	Date
Prepared by	Person who updated policy		
1 st - Approved by	Person who approved policy		
2 nd - Approved by (If more than 1 approver)	Second person who approved policy		