



Active
Learning
Trust

BEHAVIOUR POLICY

EARITH PRIMARY

Policy Review

Next Review Date:	September 2026
Ratified by:	Trust Board
Date Ratified:	September 2025
Dissemination:	The policy will be made available to all Trust employees

Document Control - Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
Sep-24	1.0	New policy	L Holzer, CEO
Sep-25	1.1	Added 7 th behaviour principle Remove exclusion guidance as this is covered in the Exclusion Policy	L Holzer, CEO

Contents

Aims.....	4
1. Aims of the policy:.....	4
2. PRINCIPLES of Effective Behaviour Management	5
3. School Values/School Rules/Expectations	5
4. Our Approach to Behaviour Management	7
5. Rewards we use in our school.....	7
6. Consequences used in our school.....	8
7. Support for Pupils	8
8. Student Voice.....	9
9. Recording and Monitoring	9
10. Parental Involvement.....	9
11. Staff Training and Knowledge	10
12. Suspensions and Exclusions	11
13. Use of Reasonable Force	11
14. Rights to Search and Confiscate	12
15. Equality and Inclusion.....	12
16. Appendices:	13

Aims

1. Aims of the policy:

The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all students can succeed. Specifically, the goals are:

1.1 Promote Positive Behaviour:

1.1.1 Encourage Respect: Foster respectful relationships among students, staff, and the school community.

1.1.2 Reinforce Values: Promote the core values of the school.

1.2 Ensure a Safe Environment:

1.2.1 Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.

1.2.2 Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.

1.3 Support Student Development:

1.3.1 Encourage Responsibility: Help students develop self-discipline and make good decisions.

1.3.2 Provide Support: Assist students struggling with behaviour through targeted interventions.

1.4 Ensure Fairness and Consistency:

1.4.1 Set Clear Expectations: Make sure all students understand what behaviour is expected.

1.4.2 Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

1.5 Build a Strong School Community:

1.5.1 Strengthen Relationships: Promote positive interactions between students, staff, and parents.

1.5.2 Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.

1.6 Prepare Students for the Future:

1.6.1 Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school.

1.6.2 Promote Lifelong Learning: Support students' ongoing academic and personal growth.

2. PRINCIPLES of Effective Behaviour Management

To ensure our school meets these aims, the following 7 principles will be applied:

2.1 Principle 1: High Expectations:

2.1.1 Leaders uphold high standards, ensuring all students can learn in a respectful, disruption-free environment.

2.2 Principle 2: Informed Strategic Leadership of Behaviour:

2.2.1 Leaders take strategic ownership of the systems and culture that underpin behaviour.

2.3 Principle 3: Loving:

2.3.1 Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.

2.4 Principle 4: Clarity of System:

2.4.1 Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.

2.5 Principle 5: Consistency of Application:

2.5.1 Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.

2.6 Principle 6: Knowledgeable and Understanding of Adults:

2.6.1 Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.

2.7 Principle 7: Strong Parental Partnership:

2.7.1 We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success.

3. School Values/School Rules/Expectations

3.1.1 [School Rules](#)

Our Motto:

"Being safe, being respectful, being our best."

This simple, powerful motto lies at the heart of our school's ethos. It forms the foundation of our **school rules** and sets expectations for everyone in our community—pupils, staff, parents, governors and beyond.

When everyone is safe, respectful and striving to be their best, the stage is set for something magical to happen: learning.

Therefore, our **School Rules** are:

Be Safe
Be Respectful
Be Your Best

- **Be Safe:** Keep hands and feet to yourself, move safely, follow adult instructions.
- **Be Respectful:** Listen carefully, speak kindly, include others, take care of property.
- **Be Your Best:** Try hard, stay focused, celebrate others' success, take pride in learning.

3.1.2 School Values

Our Core Values: The 5Rs



We promote and celebrate pupil success through our Core Values — known as the 5Rs. These values shape our pupils into confident, capable individuals prepared for secondary school, the workplace, and life beyond education.
Our 5Rs:

-**Resilience** – Persevering through challenges, showing determination, and bouncing back stronger.

-**Responsibility** – Owning our actions, our learning, and our impact on others, and working well as part of a team.

-**Readiness** – Being prepared to learn, embracing new opportunities, and giving our best effort every day.

-**Resourcefulness** – Thinking creatively, adapting to challenges, and solving problems using what we know and the tools available.

-**Reflectiveness** – Learning from experiences, thinking deeply, and considering how to improve in the future.

These values are embedded in all aspects of school life—from Early Years through to Year 6—both in and out of the classroom.

4. Our Approach to Behaviour Management

- 4.1 Our behaviour management approach combines positive reinforcement with appropriate consequences to guide student behaviour. We set clear and consistent expectations, encouraging good behaviour by rewarding students with praise, incentives, and recognition. This positive reinforcement helps students repeat desirable behaviours. When students do not meet expectations, we apply fair and consistent consequences to discourage negative behaviour. These consequences help students understand the impact of their actions, alongside the support we give to teach students the skills they need to behave well. By balancing rewards with clear, fair consequences and support, we promote positive behaviour while maintaining a disciplined and respectful learning environment that everyone can learn and thrive in.

5. Rewards we use in our school

- 5.1 **Verbal Praise & Encouragement:** *Specific & frequent. Words can have a profound impact and further solidify our connection with pupils – verbal praise and encouragement is ideally focussed on the School Rules, learning or Core Value (5Rs). Children are regularly sent to members of staff for additional, supportive praise (this may include bringing their work).*
- 5.2 **'Botheredness':** *Daily acts of care: the interest shown in our pupils' lives. Knowing our pupils' special talents, interests and hobbies; knowing if our children are experiencing an especially tough time – how to make each child feel listened to, appreciated and important.*
- 5.3 **House Points & Cup:** *awarded to pupils exemplifying the Core Values (5Rs) via Arbor. Visible to parents in the Arbor app so they can be celebrated at home, as well as school. Four Houses: River, Bridge, Bulwark & Orchard. The winning house receives the House Cup each week. Celebrated in Friday assembly.*
- 5.4 **Weekly Certificates:** *certificates are awarded for the Core Values (5Rs), individual subject disciplines, Spelling Shed, Numbots & Times Table Rockstars during Friday Celebratory Assembly.*
- 5.5 **Curriculum Plus:** *photos of our children outside of school may be displayed; we celebrate extra-curricular achievements they have made, including awarding external certificates & trophies. This may include special hobbies, talents, interests; spiritual, social, moral, cultural endeavours; involvement within the community, for example. Parents write in before Thursday evening to be shared during Friday celebratory assemblies.*
- 5.6 **Head Teacher Awards:** *two children are awarded these in each class for special recognition every half term. Parents are notified one week in advance so they can attend the celebratory assembly.*
- 5.7 **Active Badges:** *awarded thrice-yearly (Christmas, Easter & Summer End of Term Celebratory Assembly): Active Leader, Active Learner, Active Citizen badges. There is at least one year's worth of evidence that a pupil has routinely met the criteria necessary to qualify for this award. The Hall of Fame display showcases which, of the three badges, pupils have obtained so far. Parents are also informed one week in advance.*
- 5.8 **Attendance:** *weekly attendance cup for the winning class; individual letters home, extra break time (for Whole-School: 98% +), End of Term individual certificates for 98% - 100% attendance. A highly visible, celebrated and awarded culture.*
- 5.9 **Displaying pupils' work:** *work is displayed in the corridors for pupils to enjoy. It is changed three times a year, and every child's piece is showcased.*
- 5.10 **Filming & photos home:** *we have been filming our weekly assemblies for over 5 years.*

This enables children to watch themselves coming up for their award, with their parents, at home. We also photograph every child with their weekly certificates and email them home.

- 5.11 Active Citizenship Programme:** every child in school has a job. Most children have more than one job. This is displayed on a special display in the Hall and has been part of school culture for over 4 years. Children appreciate extra responsibility in and around school and even ask for more of it!

6. Consequences used in our school

- 6.1 Verbal Warnings:** A direct, clear warning and brief conversation with the student about their behaviour, explaining what was wrong, how they can improve/reminder of expectations.
- 6.2 Sit Out, Miss Out (Year R).** Removing the student from the classroom or activity for a short period to allow them to calm down and reflect on their actions.
- 6.3 Partner Class:** Placing the student in a different classroom or location for a short time to help manage their behaviour and reduce classroom disruption.
- 6.4 Miss break time, lunchtime or multiple break/lunchtimes (detention):** parents notified. Length proportionate to offence/behaviour record and at school's discretion. Pupil stays inside. Likely part of a restorative practice. May include completing school work.
- 6.5 Restorative Practices: Reflect, Repair, Restore:** Asking the student to reflect on their behaviour e.g. what happened, why it was inappropriate, and how they will change their behaviour in the future (written on a reflection form or verbal). The student may have a restorative action: something to do in order to put it right – an **apology**, cleaning up an area, be part of a **reparation meeting**, completing work, for example.
- 6.6 Reparation Meeting:** mediated by a teacher, victim & perpetrator coming together in order to repair relations; allow perpetrator to face up to responsibilities and allow teacher to articulate future expectations.
- 6.7 Apology:** Requiring the student to apologise to those affected by their behaviour, either verbally or in writing, to help them understand the impact of their actions.
- 6.8 Parent-Teacher Meeting:** Meeting with the students' parents or guardians to discuss the behaviour issues and collaborate on strategies for improvement.
- 6.9 Weekly Behaviour Meetings with Head Teacher:** the student's behaviour is tracked and reviewed regularly, between the Head Teacher and the student. Motivational in nature.
- 6.10 Loss of Privileges:** Temporarily revoking privileges or not being able to take part in school activities (at the school's discretion) due to poor behaviour, safety/safeguarding.
- 6.11 Internal Suspension:** Removing the student from their regular classes for a day or more, while providing them with work to complete.

These consequences are designed to be constructive and proportional, aiming to correct behaviour while also providing opportunities for students to understand their mistakes and make positive changes.

7. Support for Pupils

- 7.1** Pupils may find regulation of their behaviour difficult for a variety of reasons, and not all

of these will be because of an underlying Special Educational Need. We expect all students to meet our expectations of behaviour in our school but recognise that some students will need more support to achieve them. When required, and as early as possible, we will work closely with students, their families, and specialists to create individual plans that address student's challenges, providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every student feel included and supported in their learning environment.

7.2 The school teaches the Zones of Regulation Digital Curriculum. This is an instructional approach and an offer for All students to become more emotionally aware and to identify and select strategies to regulate these emotions for themselves.

7.3 Some children may benefit from the Thrive approach. Delivered by our Thrive Licensed Practitioner, this relational approach may focus on 1:1 work with the student and subsequent classroom strategies to support their social & emotional wellbeing.

8. Student Voice

8.1 Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of ownership and responsibility. Students are encouraged to share their perspectives and feedback through regular surveys, focus groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging students in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

9. Recording and Monitoring

9.1 Our school carefully keeps track of student behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to students. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

10. Parental Involvement

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

10.1 Roles and Responsibilities

10.1.1 Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.

10.1.2 Partnership: We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.

10.1.3 Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.

10.2 Engagement Strategies

- 10.2.1 Parent Meetings: We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- 10.2.2 Workshops and Resources: We offer workshops and materials to help parents understand and support our behaviour policies.
- 10.2.3 Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

10.3 Support for Parents

- 10.3.1 Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- 10.3.2 Individualized Support: We work with parents to create personalised plans for students with specific behavioural needs.

10.4 Commitment to Collaboration

Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

11. Staff Training and Knowledge

Overview: Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

11.1 Training and Professional Development

- 11.1.1 Regular Training: Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
- 11.1.2 Specialised Workshops: We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural needs, and implementing restorative practices.
- 11.1.3 Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

11.2 Knowledge and Expertise

- 11.2.1 Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- 11.2.2 Communication Skills: We focus on developing strong communication skills, enabling staff to interact with students in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

11.3 Ongoing Support and Resources

- 11.3.1 **Access to Resources:** Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- 11.3.2 **Mentoring and Coaching:** New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.
- 11.3.3 **Understanding Behaviour:** Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.

11.4 Evaluation and Improvement

- 11.4.1 **Feedback Mechanisms:** We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- 11.4.2 **Continuous Improvement:** Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

11.5 Commitment to Excellence

We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support student success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

12. Suspensions and Exclusions

- 12.1 **Purpose:** Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all students and maintain a positive learning environment.
- 12.2 **Suspensions:** A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehavior that disrupts the learning environment or endangers the safety of others. During the suspension, students are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.
- 12.3 **Exclusions:** An exclusion is a more permanent removal of a student from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a student is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services. There is a separate policy and guidance document referring to suspensions and exclusions.

13. Use of Reasonable Force

- 13.1 In our school, the use of reasonable force is a measure of last resort and is only employed

when absolutely necessary to ensure the safety and well-being of students and staff. Reasonable force may be used to prevent a student from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

14. Rights to Search and Confiscate

- 14.1** In accordance with UK law, our school reserves the right to search students and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search students' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to students or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

15. Equality and Inclusion

- 15.1** Our behaviour policy is designed to be fair and inclusive, ensuring that no student is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our student body, promoting **cultural sensitivity**. Additionally, the policy is written in **clear and accessible language**, making it easy for all stakeholders to understand and engage with.

16. Appendices:

One-Page Behaviour Summary: Information for Staff & Parents

Minimum Expectation of All Pupils: Earith Primary School Code of Conduct:

Be Safe, Be Respectful, Be Your Best

Why follow the Code of Conduct?

That's when the magic happens...learning!

We concentrate on the **Core Values (5Rs)**:






Maximising our pupils' chances in life

Top-Rated Rewards & Awards

- House Points & Cup
- Verbal Praise & Encouragement
- 'Botheredness'
- Certificates (Subjects & Core Values)
- Head Teacher Award
- Active Leader, Active Learner, Active Citizen Badges
- Curriculum +
- Class Attendance Cup
- 98% Attendance (Extra Break)
- Sent to Head Teacher

'We like it when you say nice things about us and to our parents' (Earith Pupils: 2024)

Low-Level Behaviour Examples

- talking & chatting unnecessarily/at inappropriate points
- not starting work when asked
- showing mild lack of respect for peers, adults or themselves
- not following a basic instruction
- disturbing other children
- purposefully making noise/to gain attention

Sanctions: Low-Level

- 1st warning, 2nd warning, 15 mins (detention)
- Partner Class can be used
- Sit out, miss out can be used (Year R)

Serious Behaviour Examples

- Multiple low-level disruptions
- Repeatedly refusing to do work
- Repeatedly refusing to follow adult instructions
- Persistent/deliberate rudeness to pupil or staff
- Deterioration in behaviour over a period of time (number of offences)
- Bullying
- Physical & Verbal assault

Sanctions: Serious

- Ranging from 15 mins (minimum) to multiple/indefinite loss of breaks and lunches (detentions)
- loss of privileges
- Internal suspension
- Suspension, exclusion,
- Permanent exclusion

ALT Principles of Behaviour Management:

- 1. High Expectations:**
We uphold high standards, ensuring all students can learn in a respectful, disruption-free environment.
- 2. Informed Strategic Leadership:**
We take strategic ownership of the systems and culture that underpin behaviour.
- 3. Loving:**
We build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.
- 4. Clarity of System:**
Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.
- 5 Consistency in Application:**
Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.
- 6. Knowledgeable & Understanding Adults**
Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.
- 7. Parental Partnership**
We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success.



Thumbs Up to gain attention of small groups, classes or whole school



Pupils can 'Check In' and use a strategy to support their emotional regulation. Adults can support co-regulation, too

During a Sanction: Examples

- Restorative action (*pay it back; put it right*)
- Reflection Form (written)
- Complete work
- Conversation & questions and/or target setting with Teacher
- Reparation Meeting (victim & perpetrator)
- Some form of apology

Class Behaviour Management Poster

Low-Level:



1st Warning



2nd Warning

Serious:
Break-time

Very Serious:
Break-time
Lunchtime +

Reflect, Repair, Restore







Stop, Thumb, Look, Listen

How am I feeling?
Do I need a Zones Check-In?



House Points:



For:






Awards:









Praise, Encouragement, 'Botheredness', Loving

Pupil Reflection Form

Pupil Reflection Form

Name: _____ Class: _____ Date: _____

Use these images to support your reflection:

1 NOTICE	2 CHECK-IN	3 DECIDE	4 REGULATE	5 REFLECT
 What was the situation?	 What body signals or feelings did you notice?	 What was your goal?	 Share the tool you tried from your Zone's toolbox.	 Did your regulation work well for you?
Was there a trigger or spark?	What Zone were you in? ☐ RED ☐ YELLOW ☐ GREEN ☐ BLUE	Did you opt to regulate? YES NO	RED YELLOW GREEN BLUE	Would you choose a different option next time?