



BEHAVIOUR POLICY

2025

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Throughout this document we have used the term ‘families’ to refer to our pupils’ parents, carers or those that hold parental responsibility (PR)’, including the Corporate Parent for those to whom that applies.

1. Introduction

Endeavour Learning Trust believes that all members of our communities have the right to a safe and positive educational environment where they can learn and thrive free from disruption, violence, discrimination, bullying and abuse. Every member of our Trust has a responsibility to practice in a way which facilitates this, in line with our Trust values:

Belonging, People Centred, Togetherness, Transformational, Individuality

Endeavour Learning Trust believes:

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- We must provide a safe environment for all pupils based on a sense of connection and belonging where they can learn and fulfil their unique potential.
- All behaviour is communication or indicator of need. It is our role to support children in understanding their emotions and needs teaching them effective self-regulation strategies enabling them to communicate, and therefore, behave appropriately.
- It is the job of all adults working for and representing the Trust to model appropriate behaviour at all times, responding to all pupils with praise or challenge.
- Mistakes are part of the learning process, and we recognise that all our students are at various stages of their development. We review and acknowledge, ensuring all adults are doing everything we can to ensure pupil's needs are met. All staff ensure consistent application of this policy, keeping clear boundaries and maintaining high expectations, thus promoting trusting and mutually respectful relationships.
- We must ensure fair treatment for all, considering individual needs and fulfilling our responsibilities under the Equality Act.
- In listening to and collaborating with pupils and families as partners in their education and to remove any barriers to learning.

Where there is an incident of behaviour that breaches the high standards expected by all schools, pupils will be supported through education, reasonable and proportionate consequences, alongside exploration of the pupil's circumstances, experiences and needs both within and outside of school and any underlying cause, including additional needs.

All our schools will ensure:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the relationships, practice and examples set by staff, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – schools proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Endeavour Learning Trust acknowledges the impact that adversity, past/recent/current trauma, including abuse, neglect and exploitation, can have on a pupil's development and presentation, including their wellbeing and behaviour. All staff are aware that behaviour can be an indicator that something isn't right for a pupil and will respond to all incidents with curiosity to explore the pupil's lived experience with the underpinning principle of safeguarding and wellbeing as paramount.

Endeavour Learning Trust served pupils spanning across educational phases from EYFS up to sixth form. Each individual school has the responsibility to provide developmentally

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appropriate procedures for their setting in line with this policy, DfE guidance and relevant legislation, attached as an appendix to this policy.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping pupils safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Early Years Framework'

This policy operates in conjunction with the following Trust and school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- Anti-bullying Policy
- School Uniform and Appearance Policy
- Supporting Pupils with Medical Conditions Policy
- Suspensions and Exclusions Policy

3. Roles and responsibilities

The Board of Trustees will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

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- Ensuring this policy is adhered to in line with relevant legislation, DfE guidance and Trust values.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher, with the support of the Executive Team will be responsible for:

- Establishing a culture of built on Trust values.
- Ensure positive behaviour of all stakeholders.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing and maintaining high expectations of pupils' behaviour, and ensure appropriate strategies are used to support and intervene where standards are breached.
- The day-to-day implementation of this policy and school based procedures.
- Reporting to the Board of Trustees on the implementation of this policy.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly considering the individual needs of pupils.
- Developing relationships with pupils that are conducive to a safe and positive learning experience for all.
- Supporting pupils in understanding and adhering to this policy.
- Work to ensure a calm, orderly and supportive high-quality learning environment.
- Modelling appropriate behaviour at all times.
- Communicate with each other around the needs of pupils, sharing good practice and appropriate strategies for supporting pupils.
- Work closely with external agencies where required.
- Support pupil's in understanding their own emotions and developing appropriate strategies to help them to communicate and behave appropriately.
- Be aware that behaviour is a form of communication and respond with curiosity to the underlying cause of any concerning behaviour.
- Maintain high expectations for all pupils, ensuring they are not limited by background or circumstances.
- Ensure pupils requiring a personalised approach to behaviour and learning are supported in line with the strategies agreed.
- Keeping the relevant staff up-to-date with any changes or concerns identified from pupil's behaviour.

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- Address any incidents of behaviour in line with relevant legislation, DfE guidance, policy and school-based procedures.

Definitions

For the purposes of this policy, The Trust defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage school environment, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Harmful sexual behaviour/Sexual harassment/violence** – sexual behaviour that is problematic, abusive or violent, unwanted conduct of a sexual nature or sexual assault
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disruptive behaviour
- Extreme behaviour, such as violence and serious damage to property
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

This includes behaviours both online and offline.

4. Responding to behaviour: Recognition and consequences

Endeavour Learning Trust believes in working preventatively, embedding and regularly communicating clear and consistent expectations and routines, creating a sense of safety, stability and predictability.

We will support our pupils through a combination of education, recognition, consequences and curious exploration of a pupil’s live experience and any underlying cause or need.

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We will communicate with pupils and families about their own/their child/ren's progress and development, including celebration not only of their achievements but also for their effort, as we recognise every pupil has a unique learning journey which we aim to support through recognition of their individuality. We believe that 'what you draw attention to, you get more of' and positive reinforcement through praise and rewards supports pupils in developing confidence and self-esteem which contribute to effective communication and self-regulation.

Instances of unacceptable behaviour will be taken seriously with a focus on the safety and welfare of all. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

When a pupil disrupts learning or behaves inappropriately within the school, there are consequences for those actions. There are many possible consequences to an incident, and schools ensure that the consequence relates very much to the specifics of the incident. Consequences can include sanctions. Consequences should not be considered in opposition to recognition, but rather as two complementary strands of intervention that support children in learning about and understanding the impact of their behaviour on themselves and others, provide an opportunity to resolve the incident and develop new skills to communicate and therefore behave appropriately.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered.

For sanctions to be lawful, all schools will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff;
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

All schools will ensure that sanctions do not compromise a pupil's safety.

A pupil's behaviour online and via media (e.g. by text message or phone call), including outside of school hours, will be considered within our policies whenever that behaviour could impact on members of our Trust communities or the reputation of the school/ Trust itself.

All known and suspected criminal behaviour will be reported to the police without delay. Staff will refer to the NPCC guidance 'When to Call the Police: Guidance for Schools and Colleges'.

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Schools should consider whether the pupil's behaviour gives cause to suspect that they are suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Incidents of behaviour will be recorded using the Trust's systems to help identify pupils whose behaviour may indicate unidentified underlying causes.

It is the responsibility of each individual school to set out a clear system of possible mechanisms for recognition and consequence, in line with guidance and this policy, communicate it to all staff, pupils and families, and ensure that it is upheld on a day to day basis.

Removal from classrooms

Removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption and to enable pupils who have been removed to continue to be educated in a managed environment. Removal from the classroom will only be used once classroom behaviour strategies/ individual behaviour plans have been attempted or if the behaviour is extreme enough to warrant immediate removal.

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable pupils that have caused disruption to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Schools will inform parents the same day when a removal has taken place. For children with a social worker and looked after children, contact will be made to inform the social worker of every instance of removal from class and where applicable, the Head of the Virtual School for the authority caring for the child.

Detentions

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DfE guidance defines a detention as ‘... a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.’

In our Trust, detentions and the specifics of their use will be individual to each school

In all cases, a detention incorporates the following:

- an element of restoration, guidance and / or support as relevant to the situation
- if taking place at lunch or break, sufficient time to eat, drink and use the toilet
- if taking place out of school hours, consideration of any impact on the pupil’s safety and wellbeing
- Safe travel to and from school
- known caring responsibilities in the home
- conflict with medical appointments, including mental health appointments
- if the arrangement is in any way likely to put the pupil at increased risk of harm

Use of detention outside of the normal school day is lawful if safety considerations have been made, the pupil is under 18, the Headteacher has clearly communicated to families that this form of sanction may be used, and it is on one of the following days:

- any school day on which the student does not have permission to be absent
- weekends during term time (not including a weekend that directly precedes or follows a school holiday)
- non-teaching days i.e. training days, but not public holidays; the day preceding the first day of term; during a half term; or after the last school day of the term

5. Mobile phones

All our schools prohibit the use of mobile phones during school hours, unless they are required for an identified purpose, e.g. needed for a medical condition, required for caring responsibilities, or to provide information to staff in relation to online incidents.

Pupils who bring mobile phones to school for use whilst travelling to and from school must ensure they are switched off and stored safely and securely during school hours.

6. Prohibited items, searching pupils and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

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Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
- to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in The School Regulations 2012
- tobacco and cigarette papers
- fireworks
- pornographic images

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes/vapes
- Electronic devices – including where there are concerns over digital content
- Lighters

Being in possession of a prohibited item may mean that the pupil is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority Children's Social Care services.

All searches must be carried out by at least two members of staff, at least who is of the same gender as the pupil being searched, and with the prior knowledge and agreement of the Senior Leadership Team.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, including hats, shoes, boots or scarves.

Parents should always be informed of any search for a prohibited item listed in this policy that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

All searches will be recorded using school's recording systems in line with DfE guidance.

7. Child on child sexual abuse/violence

Behaviour Policy

The Trust will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment.

Child on child abuse, including sexual violence and harassment, as defined above, will not be tolerated within the Trust or any of its schools. Pupils will be taught about how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of upskirting and sexual harassment will be managed by school in line with the Behaviour Policy and statutory guidance.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

The procedures for managing instances of child-on-child abuse is outlined in the Behaviour Policy. Staff will follow these procedures, as well as the procedures outlined in the school’s Anti-Bullying Policy, where relevant.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

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All staff will be made aware of the heightened vulnerability of pupils with SEND who, evidence suggests, are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils who, evidence suggests, are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

Following a report of child-on-child sexual harassment, assault, violence or harmful sexual behaviour, the Designated Safeguarding Lead (or deputy) will consider the following:

- the wishes of the child who has been harmed in terms of how they want to proceed
- the nature of the reported incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to either the child who has been harmed or the child who has harmed, other children, school or college staff
- contextual safeguarding issues.
- Refer to guidance in Keeping Children Safe in Education Part 5.

Each report will be addressed on a case-by-case basis with the DSL considering all information available, and where required will seek advice from the Trust's Head of Safeguarding and Welfare, the Local Authority School Safeguarding Service, Multi-Agency Safeguarding Hub or police, and consult AIM Checklists (www.aimproject.org) to help assess the level of behaviour in line with pupils's stages of development.

The DSL will decide on an appropriate course of action. This will be one of the four options below:

1. Manage internally. In some cases of sexual harassment, for example, one-off incidents, school may decide that it would be appropriate to handle the incident internally, perhaps through utilising sanctions outlined in this behaviour policy and by providing pastoral support.
2. Early Help. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence.

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3. Referrals to local authority pupils' social care. Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to local authority pupils' social care.
4. Reporting to the police. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains.

All schools will not wait for the outcome (or even the start) of a local authority Children's Social Care investigation before implementing appropriate measures to protect the child that may have been harmed and the child who may have harmed. Immediate actions/sanctions will be implemented when an incident is reported. This will allow schools to gather information to be able to inform any necessary further actions and sanctions. All schools will ensure that there are appropriate risk management plans in place.

Immediate actions might include the following, but not exclusively:

- Removal from circulation to an internal learning space away from other pupils to ensure the pupil who may have harmed is appropriately supervised and supported whilst further investigation takes place.
- Suspension

Decision on the course of action may change once full information is obtained and on advice from external agencies, where they are involved.

All schools will provide ongoing support for the child who has been harmed and the child who has harmed through discussion with the pupils, families and any external agencies involved, where requested and deemed to be appropriate.

DSLs in schools will be supported by the Head of Safeguarding and Welfare who is trained to use AIM checklists and Risk Assessment Management Plans to ensure an appropriate assessment of behaviour is completed, including considering age and developmental stage of the child/ren involved.

All cases that are assessed using the AIM Assessment and categorised as abusive/violent (including all reports of rape), will be referred to the police and Children's Social Care. School will always aim to be transparent and share information with families, however cases of child on child abuse can be complex and where external agency input is felt necessary, advice will be sought on what information can be shared by school. This may mean that families are not immediately informed where a concern has been reported.

Where required, risk assessments will be written, informed by the voice of the children involved, consulted on with parents and any agencies involved, shared on a need to know basis with relevant staff and kept under review as a minimum, termly.

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The DSL will work closely with other agencies where needed and ensure ongoing multi-agency work to support all parties involved.

Pupils and families can seek advice from [Lucy Faithful Foundation](#) for concerns around any type of sexual abuse, including child on child abuse.

8. Reasonable force

The use of reasonable force and other restrictive interventions can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of reasonable force and other restrictive interventions will be lawful; for example, to keep individuals and the wider school community safe. All members of school staff have a legal power to use reasonable force in certain circumstances. This includes:

- Preventing a pupil from harming themselves
- Preventing harm being caused to others
- Significant damage to property
- Significant and prolonged disruption to the learning environment

All schools will ensure a whole school approach that minimises the need for use of reasonable force and/or restrictive interventions. This will include:

- Consideration of how the school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of reasonable force and other restrictive interventions to inform improvement planning.

Where pupils require an individual approach to supporting them with behaviour, school will:

- Work closely with families and external agencies, where consent to do so, to identify and support children's individual needs
- Give pupils time, space and strategies to calm down before their behaviour escalates
- Implement brain-based de-escalation strategies
- Develop strategies to support individual pupils based on their identified needs, including the development of bespoke Inclusion Plans

Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who is not disabled.

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The decision on whether it is reasonable to use force and/or other restrictive interventions depends on the individual circumstances of each situation. In assessing whether force and/or other restrictive interventions are reasonable in a situation, the member of staff should use their professional judgement and consider:

- **Is it necessary?**

Staff should consider all alternative ways to manage the situation and if the use of reasonable force/restrictive interventions will improve or escalate the situation.

- **Is it proportionate?**

Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

- **Has the pupil's welfare been considered?**

Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing.

Every incident involving the use of reasonable force and/or other restrictive intervention, is a significant incident. After every incident, schools will evaluate what happened to understand why reasonable force and/or other restrictive interventions were used, the impact on pupils and staff, any patterns and trends, and how the use of reasonable force and other restrictive interventions might be avoided in future. This will include reviewing the pupil's voice and account of the incident and, consideration of an individualised approach to supporting a pupil's behaviour, including advice from external agencies.

School will consider what post-incident support is required by the pupil, family and staff member/s involved in the incidents. The pupil's voice, wishes and feelings and account of the incident will be sought through appropriate communication methods in line with their developmental stage and individual needs.

All staff involved in the incident will be supported through a de-brief meeting to check their wellbeing.

There is a legal duty for schools to record all incidents where reasonable force has been used. The Trust will ensure that all schools will record all incidents where reasonable force **and/or** restrictive interventions, in line with recommended best practice. Incidents will be recorded on CPOMS using the custom form to ensure a thorough, detailed and accurate record. This includes the pupil's voice and their account of the incident. Incidents will be recorded as soon as is practicably possible following the incident, but must be before the end of the school day. The Head of Safeguarding and Welfare and the Director of SEND will be alerted to every recorded incident of use of reasonable force/restrictive interventions to support schools in developing their practice and reviewing pupil's needs.

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Families will be verbally informed the same day the incident occurred. This may be by phone or face to face in a meeting. Email/written communication is not acceptable.

Data on use of reasonable force and restrictive interventions will be collated and analysis by school for patterns. Where repeated incidents are occurring, reasons for this should be explored by school leaders with a view to reducing these where possible, reviewing the whole school approach to behaviour, including additional training and agency advice and the individual needs of the pupil/s.

Data on use of reasonable force/restrictive interventions will be reported to Local Academy Councils and Trustees regularly.

9. Suspension and permanent exclusion

All our schools work tremendously hard to avoid suspension and permanent exclusion but, at times, it can be necessary to address a more serious behaviour matter when considering the safety of the school community. All our schools will comply with the law and communicate with families as clearly as possible. Further information can be found in the Suspension and Permanent Exclusion Policy.

10. Northbrook Primary Academy Procedures

10.1 Rewards

We aim to create the conditions in which children are supported to become the best they can be whilst feeling valued in doing this. To this end these guidelines have been developed to;

- Encourage and acknowledge consistently positive engagement in learning across the curriculum;
- Acknowledge good attendance;
- Acknowledge the positive contributions and/or impact made by children both in and outside of the classroom;
- Acknowledge children who make a special contribution to school events or aspects of school life;
- Ensure that house points and rewards are consistently and fairly applied;
- Develop a sense of community and acknowledge individual, class or house achievements;
- Develop a positive culture and ethos built around our school values of Happiness, Empathy, Aspiration, Respect and Teamwork (HEART)

10.2 Receiving Individual Rewards

To ensure the success of these guidelines, Northbrook Primary Academy seeks to build a partnership between the school and parents. Parents are regularly informed of their child's successes through Seesaw, Arbor, school website and through our social media platforms.

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At various stages throughout the year, children may receive individual rewards for a wider variety of reasons. These include:

	Defined as:
House Team Points	<ul style="list-style-type: none"> Awarded for good quality work in class, homework and demonstrating the school values. The winning team is shared each week in assembly and the overall winners for each half term are rewarded.
Individual Class Rewards	<ul style="list-style-type: none"> Each class has its own rewards system within class alongside the House Points system.
Star of the Week	<ul style="list-style-type: none"> Awarded weekly to two children within each class. Based on the engagement in learning and demonstrating the school values.
Punctuality & Attendance	<ul style="list-style-type: none"> On a weekly basis, the class with the highest attendance and best punctuality will receive an additional playtime. This is to be given at the discretion of the class teacher.
School Values	<ul style="list-style-type: none"> Each half term has a focus on one of the HEART values, with the final half term being focussed on the Endeavour Values. This award is achievable at the end of each half term. Teachers nominate one child per class (within the class this would need to be six different children over the year). This is about endeavour and effort, not necessarily highest attainment Teachers will monitor this to ensure a fair spread of children are rewarded
HEART of Northbrook Awards	<ul style="list-style-type: none"> Achievable at the end of the school year. Nominations completed by class teachers to acknowledge children who have consistently demonstrated the school values. Awarded in end of year assembly with parents invited as appropriate depending on numbers
Special Recognition Award	<ul style="list-style-type: none"> Achievable at various stages throughout the year. For example, involvement in school teams and school representation at events. Supporting school initiatives.
Reading Awards	<ul style="list-style-type: none"> Achievable at various stages throughout the year. Each class has their own incentive linked to reading. Each morning children record their points on 'ClassDojo' on screen. <ul style="list-style-type: none"> Reading Record & Reading Book in school = 1 Point Reading Record Signed (read completed) = 1 Point Additional points if children ask to read to staff/attend a reading club Bronze, Silver and Gold pin badges are awarded for reading based on the points achieved. <ul style="list-style-type: none"> Bronze – 60 Points Silver – 200 Points Gold – 300 Points
Visiting the Headteacher/SLT	<ul style="list-style-type: none"> Achievable at various stages throughout the year. For example, producing a high-quality piece of work.

10.3 Achieving House Team Points

Every child can regularly earn additional house points in recognition of their contributions, effort, achievements and progress. These points should be consistently and fairly awarded. The House Captains with support from the Senior Leadership Team will total the house

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points weekly throughout the year. Each half-term the winning house will receive a house team reward.

	Defined as:
Contribution to the lesson	Children who contribute to the learning within the classroom
Progress	Children who push themselves to produce work that moves them forward from their starting points
Leading Others	A group leader, reading ambassador or playground leader, for example.
Classwork	Classwork is completed at a level above what may ordinarily be expected for that child.
Homework	Homework that has been completed and shows care, commitment and pride.
Vocabulary/Oracy	Children use a wider range of subject specific vocabulary within the lesson than they have previously and/or new vocabulary that has recently been taught
Intervention Programmes	Children who have shown commitment, resilience and or progress within their intervention programmes.
Extra-Curricular	Attending any extra-curricular event either at lunch time or after school.
School Values	This could be for displaying good manners, looking after fellow children, or supporting with events or visitors etc

10.4 Sanctions

This system will be displayed in every classroom and shared space. It is designed to promote positive behaviour and help children reflect and improve when challenges arise.

How it works:

Starting the Day as an NPA Superstar

Each day, every child begins as an *NPA Superstar*, recognising their potential to shine and succeed.



Step 1: A Gentle Reminder

If a child demonstrates behaviour that might affect their own or others' learning, they will

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receive a quiet reminder and a supportive conversation with their teacher. If the behaviour improves, they can return to being an NPA Superstar — but only once each day.



Step 2: Rain Cloud

If the behaviour continues, the child will move to the *Rain Cloud*. They will spend time reflecting with their teacher at the next playtime or at a convenient time. If they make better choices, they can return to Superstar status (again, only once per day).



Step 3: Storm Cloud

If the poor behaviour persists, they move to the *Storm Cloud*. At this point, the child will have a more in-depth conversation with their teacher about their choices. A *Reflective Log* (see appendix) will be completed. Once on the Storm Cloud, they cannot move back up the system that day.



Supporting Positive Change

If a child receives two reflection forms in a half term, we will invite parents/carers to meet with the class teacher and a senior leader to work together on strategies to support the child in making positive choices.

Additional Support and Serious Incidents

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We recognise that some children may need additional support. If the system is not working for an individual child (including those with SEND), the class teacher will work with the senior leadership team to decide how to best support individuals moving forward.

In the case of serious incidents — such as physical or verbal abuse, fighting, or behaviour that is racist or discriminatory — we will involve senior leaders immediately. These are handled in line with our Safeguarding and Child Protection Policy, and parents will be contacted as appropriate.

Prefects

Year 6 pupils are selected as prefects to work alongside the Head Boy, Head Girl, their Deputies, and the Team Captains.

As part of their role, prefects will take on responsibilities and carry out duties across the school. They are expected to:

- Support and uphold the school's values and expectations in all areas of school life.
- Demonstrate positive behaviour both in and out of the classroom.
- Take pride in their learning and always strive to do their best.
- Act as role models by wearing the school uniform smartly and consistently.

Through their role, prefects will contribute to the school ethos and HEART values while acting as ambassadors for our school community

Working Together

We believe this system offers a clear, fair, and supportive way for children to manage their behaviour and make positive choices. By working together — school and home — we can help every child feel safe, respected, and ready to learn.

If you have any questions about the new behaviour system, please don't hesitate to get in touch with your child's class teacher.

10.5 Trauma Informed Practice

Northbrook Primary Academy strives to create a school community which embodies our aspiration to build an inclusive, nurturing and caring ethos within which our school values are tangible. We place positive relationships at the centre of our practise in order for our children to thrive, both academically and in relation to their wellbeing.

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Our trauma informed approach to behaviour management benefits all children and staff for the following reasons:

- Positive relationships and our children's happiness, sense of safety and security are placed at the heart of classroom management.
- Our approach encourages happiness, empathy and respect, even when a child is presenting with behaviours that feel challenging.
- Individual circumstances are considered.
- A sense of 'team' and belonging is promoted.

The Key Principles Trauma Informed Practice

Principle One: Building relationships, empathy and a feeling of safety take precedence over other means of discipline. The root of "discipline" is the word disciple, which means "student", "student", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018). Principle

Principle Two: Discipline represents an opportunity to teach and nurture. When students exhibit challenging behaviours, in the first instance, we use emotion coaching to build positive behaviour choices upon the foundations of our school values:

- What was the function of (i.e. the reason behind) the behaviour?
- What lesson do I want to teach at this moment?
- How can I best teach this lesson?

Principle Three: We aim to understand the function behind the behaviour.

Principle Four: The child is separate from their behaviour

Principle Five: Routines help people to feel safe, but some students need differentiation within an overall structure. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

At Northbrook Primary Academy, we aim to understand what a child might be trying to say to us through their behaviour. Behaviour that challenges is not always seen as a choice, but as being a communication of a possible unmet need. We see children as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the child and their behaviour. Whilst the majority of children will thrive when our whole school approach to behaviour is applied, we recognise that some of our children will need further support and intervention, and a few will require more intensive, individualised support. As such, we outline different levels of support dependent on an individual's level of need.

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10.6 Standards and Expectations

	We expect
Punctuality to school	Children to be in school by 8.55am before the doors close.
Uniform & Appearance	Children to wear the correct uniform appropriately and have the correct appearance as detailed in our uniform policy.
PE Kit	<p>Full PE kit is expected for every lesson. This includes:</p> <ul style="list-style-type: none"> ▪ Purple NPA t-shirt ▪ Black shorts ▪ NPA hoody ▪ Plain black shorts ▪ Plain black joggers/tracksuit bottoms. ▪ Pumps or trainers.
Bag & Equipment	Every child should have a coat, school bag, a water bottle and a reading record in school each day.
Mobile phones & Digital Devices	al equipment and devices that can access the internet including phones/watches/games consoles etc. are to be left at home. Y5 & Y6 can bring in phones but they must hand them into the class teacher when they arrive in school. They are to be securely stored in a locked cupboard.
Food & Drink	<p>Eating and drinking is allowed in lessons when it forms part of organised learning or other activity</p> <p>Water is permitted if it is in an appropriate bottle and appropriate setting (i.e. not in a computer room)</p> <p>Energy or fizzy drink and/or excessive confectionery are not to be brought into school.</p> <p>We encourage all children to consider others and bring nut free products into school.</p>
Out of Bounds/Site	All children to stay within the permitted areas at any time unless permission has been given by a member of staff.
Movement around school	<p>Children are to move around school walking on the left, in single file and quietly, demonstrating respect for others.</p> <p>For transitions at break times a whistle signals for children to stop and a second whistle signals for them to line up in class lines. Class lines should have an order agreed by the class teacher (usually alphabetical order as per the fire drill)</p> <p>Assembly entrance and exit should be overseen by a member of staff. Children should sit in an order assigned by the class teacher. Entering/exiting in a single line, without talking.</p>

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10.7 In the Classroom

We are all responsible for the standards and behaviour in our school; a teacher and other supporting adults are responsible for creating a positive climate for learning in a classroom. We aim to have simple rules and expectations which are communicated consistently and fairly applied. There is a predictability about our work because we establish routines, share information and repeatedly give signals about transitions. As a staff team, we will explicitly teach the behaviours we expect so that everyone has the best opportunity to succeed – children should not need to guess our expectations. This will ensure that all of children have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Our aim is for our children to be engaged in the learning process. Supportive measures and reasonable adjustments should be made for children with additional needs as suggested by the SENDCo and especially the child's Targeted Learning Plan/Behaviour Plan.

In order to achieve the behaviours and attitudes we expect, we will:

- Explicitly teach these at whole school level
- Model behaviours as the norm (social behaviours or learning behaviours)
- See the opportunity to 'reboot' as a normal part of school life that reinforces our commitment to our standards.

We expect to see our values in action:

Happiness	Wearing a smile and greeting people. Positive body language for learning. Using kind words and actions.
Empathy	Showing an appreciation of others. Accepting differences. Sharing items. Supporting others with their learning.
Aspiration	On task and engaged in learning. Demonstrating resilience in learning. Producing work of a high standard.
Respect	Using good manners. One person talking, everyone listening. Following specific instructions quickly. Welcoming adults when they address a class or an assembly. 'Good morning, Mr Smith, good morning, everyone.'
Teamwork	Working with others. Helping/supporting others. Being a good role model for others in school.

We will reteach, encourage, praise and reinforce the behaviours when things are going well; everyone is more receptive and will listen to correction in moments of calm. As adults we must establish, observe, celebrate and narrate the positive (rather than seeking the

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negative). In doing so, we flood our children with the social norms that are acceptable in our classrooms, and thus we create the culture of our school, where learning can flourish.

10.8 Concern about child work

Where the teacher has concerns about the quantity and quality of a child's work within the lesson this is to be discussed with the SLT key stage leader. A conversation with the child and, when appropriate parents, about the lack of work and investigate the reasons behind it. Appropriate support to be put into place.

10.9 Outside the Classroom

Children who cause general disruption during unstructured times should have this behaviour brought to their attention. Sanctions for poor behaviour outside of the classroom will always be determined based upon the severity of the behaviour and the child's understanding of their actions. However, repeated poor behaviour may lead to an escalation through the sanctions process.

Examples of unacceptable behaviour that will lead to sanctions include:

- Accessing out of bounds areas
- Not following instructions or ignoring staff instructions
- General boisterous behaviour
- Play fighting/wrestling
- Hitting/kicking/throwing items
- Taking items/equipment from others
- Littering
- Throwing food
- Throwing or kicking bottles
- Spraying drinks
- Swearing/use of inappropriate hand gestures
- Disruption within the toilets
- Damage to school property or to that of another child's
- Uniform infringements

10.10 Sanctions for inappropriate behaviour during unstructured times

Break and/or lunch detentions may be issued for poor behaviour outside of the classroom when:

- A child has not responded to a warning from a member of staff. For example, if a child continues to be disruptive on corridors despite being clearly warned by a member of staff.



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- A child has been deliberately disrespectful, ignored or been rude to a member of staff.

At the discretion of members of the pastoral team and SLT, it may be deemed appropriate for a child to 'lose' their unstructured time. In these instances, a member of staff is expected to clearly communicate with the child the reason for this decision and the time limit for this decision. The incident is to be recorded on CPOMS and parents should also be informed.

10.11 Escalations and Interventions Beyond the Classroom

The chart below shows the standard escalation process. Please note that at any point dependent on the severity of the incident any stage may be bypassed. This decision will be made by the Executive and/or Deputy Headteacher.

 Use of the behaviour system	<ul style="list-style-type: none">• Recorded in class by movement on the gauge• This may be bypassed depending on the severity of the behaviour
 Internal Exclusion	<ul style="list-style-type: none">• Parent informed by SLT.• Poor Behaviour on Internal Exclusion can result in an extension of the Internal Exclusion or movement to an External Exclusion
External Exclusion	<ul style="list-style-type: none">• Parent informed by SLT.• Meeting with Executive Head Teacher/Deputy Headteacher and Phase Leader• Return to school after reintegration meeting on a Behaviour Support Plan.

Escalations

Whilst the standard escalation procedure captures most incidents we are well aware that all situations and all children are individual. In order to acknowledge this and ensure that we monitor all behaviour interventions, the following issues are monitored with the appropriate interventions. This is not an exclusive list.

10.12 Behaviour Support Plans

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When children are placed on a targeted behaviour plan, appropriate targets are set and monitored on a termly cycle. Parents are informed of these targets. At the end of the cycle the outcome of the intervention is reviewed by staff with parents and the child.

Abbreviations used in this document	
Abbreviation	Definition
SLT	Senior Leadership Team

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Appendix



KS1 Reflection Sheet

Name: Year Group: Year..... Date:

What did you do?



Why do you feel you did this?

How did you feel? _____



How did it make other people feel?



How can you make things better?

What can you do next time?





KS2 Reflection Sheet

Name:

Year Group: Year.....

Date:

What did you do?

1.
2.
3.

Why do you feel you did this?

1.
2.
3.

How were you feeling?

1.
2.
3.

How did it make other people feel?

.....

How can you make things better?

.....

What can you do next time? Do you need any help to do this?

.....



ask for help



listen



concentrate



put my hand up



sit smartly



magnet eyes