



## Behaviour Policy

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|-------------------------|--|
| Audience:               | Parents<br>Academy staff and volunteers<br>Local Governing Bodies<br>Trustees<br>Cluster Boards<br>Local Authorities |
| Ratified:               | Local Governing Body   |
| Other related policies: | Safeguarding Policy, Attendance and Punctuality Policy, Behaviour for Learning Policy                                |
| Policy owner:           | H Punchard   |
| Last reviewed on:       | Sept 2025  |
| Review due:             | July 2026  |
| Version number:         | 1  |

## Aims

This policy aims to:

- Promote an environment where everyone feels **happy, safe and secure**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## Rationale

At The Limes Primary Academy, we believe that one of our most important responsibilities is working in partnership with parents to equip children with the skills, values and moral purpose to become successful citizens who can contribute positively to society and life in modern Britain. At the core of this is the ability to make the right choices. It is this belief that underpins our behaviour policy.

## Working in Partnership with Parents and Carers

We believe that strong links with home are essential for this policy to be effective. We expect parents and carers to support the school by:

- ✓ Supporting the implementation of the behaviour policy and accepting decisions made by the school.
- ✓ Talking to their children about the importance of making right choices which are influenced by the school's Core Values.
- ✓ Explaining the impact that wrong choices can have on themselves and other members of our community.

## Statement of Intent and Core Values

Our desired outcome is captured in the academy's statement of intent:

**'Growing Learners for Life.'**

This means that at The Limes Primary Academy, our core purpose is to equip children with the knowledge and skills to embrace secondary education and beyond. They will experience the pride which follows learning in all areas of life.

Our core values influence the choices that we make daily to realise our statement of intent.

### **Our Core Values are:**

Resilient: We never give up  
Reflective: We want to improve  
Responsible: We always try our best

### **Agreed Strategies and Language to Ensure Consistency and Clarity:**

School staff have agreed to adopt the following strategies:

- ✓ To gain pupils attention (a group or class): **3, 2, 1. Show Me** (hand raised with palm out).  
[Thank you XX you were first ready for learning].
- ✓ Engage attention before communication – Use the child’s name before giving an instruction.
- ✓ Instructions for lining up: **Line order, hands by our side, voices off. Thank you.**
- ✓ Staff will praise positive behaviours, for example: **I’m loving the line, super Limes listening, Marvelous Manners**
- ✓ **Praise for walking - “Wonderful Walking”**
- ✓ Allow processing time.
- ✓ Holding messages – step by step instructions. “First...”
- ✓ Time
- ✓ Setting clear expectations for noise levels: silent; partner voice; presentation voice. This **is a silent activity. Thank you. (visuals used to support where appropriate)**
- ✓ Avoid negatives and state what you want, followed by thank you. e.g. ‘walk thank you’ (rather than, ‘don’t run’).
- ✓ Restrict choices to 2, leaving the desired choice until last. E.g. **You can complete this learning at XXX time, or you can complete it now with XXX.**
- ✓ Praise the effect not the outcome and link this to our Core Values.  
**Well done, you were reflective when you explained what you would do differently.**
- ✓ Wellbeing strategies and mindfulness moments used across the school every day:
  - Zones of Regulation
  - Class sensory circuits
  - Mindfulness time
- ✓ Learning powers and class script used in every class at the start of the day to remind of Limes listening, magnet eyes and Limes sitting expectations.

### **Coaching Reports & Positive social times charts**

Children who may struggle with their emotions and behavior will have a coaching report issued for a week. This will be shared daily with a member of SLT and parents/ carers to emphasise positivity throughout the school day. This is a short-term measure to encourage children to make the right choices and have a champion in school to oversee this. At the end of the week, a decision will be made whether a report card continues for a child.

Children who struggle during social times may also be issued a ‘Positive social times chart’. This is a short-term measure to encourage children to make the right choices. At the end of the week, a decision will be made whether a social times chart should continue.

Where children have been identified as struggling to make the right choices and see the impact of this, a ‘My positives – all about me’ chart is issued to pupils. Any adult can give a positive to the child for a range of things; use of manners, following instructions, working well with peers, wonderful walking etc

Children who find social times difficult are invited to attend a ‘supported lunch club’ which takes place inside with a member of staff during lunch times. During this club children are encouraged to take part in social games and activities to develop social skills and manage disputes with adult support.

### **Consistent Management plans**

A small number of children will have an individual behaviour plan and daily behaviour logs, tailored to meet their needs and adapted to ensure all staff working with the child is clear on routines and any additional support within the provision they receive. These plans are shared with all professionals internally and externally on a regular basis to discuss the plan and provision in place and identify any adjustments if necessary.

### **Agreed Strategies and Language for Supporting a Child in Crisis**

School staff have agreed to adopt the following strategies:

- ✓ **John.** Use the child's name; it will help make a connection and engage attention.
- ✓ **John. I can see that something has happened.** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as angry or annoyed, as this may escalate the situation.
- ✓ **I am here to help.** This is a statement of your intention. Ensure that your verbal language and body language give the same message. Useful strategies may involve adopting a sideways stance and being mindful not to invade personal space.
- ✓ **Talk and I will listen.** This statement begins to provide the child with some direction.
- ✓ **John. Come with me, let's go to...** Continue to provide the child with some direction whilst removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person as this can be extremely intimidating. CALM stance and body language is essential, as is staff should maintain a safe distance from the child. Staff members should speak clearly and confidently and remain calm. Staff will also ensure children are given the space they need until they are regulated and ready to talk.

### **Agreed Strategies and Language for Supporting a Colleague in a Challenging Situation**

Seeking help should always be considered as a professional strength. We should allow others to offer and seek help, especially when our own interventions may have been unsuccessful – this is working together in the best interest of the child and each other. Therefore, the words **help**, **more** and **change of face** will act as flash words to staff.

- ✓ **Mr Smith, I am available to help.** The member of staff makes a clear statement that they are there to help.
- ✓ **Thank you Mrs Jones, you can help by...** The member of staff then has the opportunity to give directions as to what type of help they require. In this situation they retain autonomy over the situation.
- ✓ **Mr Smith I am available for **more** help.** The word **more** will act as a pause point for the member of staff dealing with the situation (in this example, Mr Smith). At times, we need to recognise that some interventions are unsuccessful and/ or may escalate situations. Equally, it is important to recognise that a colleague who has not been submerged in the challenging incident may more easily identify a de-escalation solution. It is therefore vital that the professional judgements and support of our colleagues are accepted and welcomed and we work together in the best interests of the child.
- ✓ **What do you suggest?** The autonomy is passed over allowing the member of staff to offer an alternative solution.

- ✓ Using the phrase **change of face** indicates that the member of staff dealing with the incident should swap with an alternative member of staff. This can be **suggested** from the new member of staff or **requested** from the member of staff dealing with the incident. This is a de-escalation strategy and the incident should not be discussed in earshot of the child in crisis. It is a planned opportunity for the child to calm with a new adult. The incident will only be discussed with the child once they are ready to do so.

### **Encouraging Right Choices**

Staff will provide ongoing encouragement and model how to make right choices and act in accordance with the Core Values at every opportunity throughout the school day. Staff will devise strategies for encouraging behaviours which are age appropriate and in line with the children's understanding and interests. This may include, verbal praise, written praise, texts home, the use of stickers, sharing good news with parents, carers or other staff and a mention in the newsletter etc.

Class teachers will send home 'Positive texts' every other Friday – this is in addition to certificates and rewards given in weekly celebration assemblies.

### **Formal Rewards**

In addition to the above, the following acknowledgements will also be made:

- ✓ **Dojo points**  
Children could earn these for their class, or individually. These points are never taken away. Where points are collected, rewards are chosen by the class and agreed at the start of each school year. For example: 50 points = Bonus playtime, 100 points = PJ day, 150 points = Movie afternoon, 200 points = pizza party  
**The allocation of individual points is consistent across the school and all adults can award these points.**  
One child from each class is selected as the class dojo hero. This child receives a certificate in their phase celebration assembly each week. (Appendix 2)
- ✓ **House points**  
All children can be awarded house points for their team by all staff at any point in the day – linked to the school learning powers.
- ✓ **Learning Power Award**  
Selecting one child from the class who has demonstrated the school's weekly learning power. This child receives a certificate in their phase celebration assembly.
- ✓ **Attendance Award**  
Weekly attendance percentages are read out. The class with the highest percentage receives an extra play time. Classes with 100% attendance receive a 'Dress down Friday'
- ✓ **Class reading engagement Award**  
Weekly reading engagement percentages are tracked by the school English lead. The class with the highest percentage of pupils engaging with reading at home receive an extra playtime.
- ✓ **TTRS**  
Selecting one child from the class who has demonstrated progress or positive engagement with Times Table Rockstars. This child will receive a certificate in their phase celebration assembly.

- ✓ Positive text sent home  
Each fortnight the class teacher will select three pupils to send a positive text message home to reinforce positive learning around the school.

### **Tracking Reminders & Sanctions**

Behavior incidents will be recorded on CPOMS, the behaviour team will track incidences.

### **Reporting a high-level behaviour incident**

- All staff who are witnesses to a high-level incident taking place, whether this is from the start or staff who witness part of a high-level incident, must record the incident on CPOMS (see attached guidance for logging incidents on CPOMS)
- All incidents will be reviewed by the behaviour lead to ensure that all necessary actions have been taken
- Daily briefings will take place to share all high-level behaviour incidents between relevant staff.
- The behaviour lead will call parents and add a note of the conversation with parents/carers on CPOMS ensuring that parental comments are also logged
- The behaviour lead will share a weekly report with the HT & DHT outlining how many incidents each week, which pupils are involved and details of actions, next steps.
- Any child who has more than 3 3<sup>rd</sup> warnings/ incidents logged within a school week will be reviewed by the DHT/behaviour lead and given a coaching report to track behaviour moving forward.
- If the high-level incident leads to a suspension, the following further steps will take place:
  - a suspension letter will be given to parents
  - the suspension will be logged on Arbor
  - a copy of the suspension letter will be uploaded to CPOMS
  - when the child returns with their parent/ carer, they will be invited into school to meet with the Head Teacher or Deputy Head Teacher for a 'reintegration meeting' and to discuss the incident and what can be put in place to avoid a high-level incident happening again.

### **Steps in dealing with inappropriate behaviours**

#### **1. Verbal reminder.**

**Child's name**, stop. I am giving you a verbal reminder because you are xxxxxxxx. That is a wrong choice. You should be xxxxxxxx. If you choose not to then you will move to a warning. I know that you can make the right choice – **thank you**.

#### **2. Warning.**

**Child's name**, stop. I am giving you a warning because you are xxxxxxx. That is a wrong choice. What you should be doing is xxxx. If you choose not to then you will move to time out and your name will move down on the behavior chart. I know that you can make the right choice - **thank you**.

#### **3. A safe space in class.**

Child is supported back into his / her learning following time away from their learning space.  
This is a fresh start.

#### 4. A safe space in another class.

EYFS – EYFS

Year 1 – year 1

Year 2 – Year 2

Year 3 – year 3

Year 4 – year 4

Year 5 – year 5

Year 6 – year 6

Child is supported back into his / her learning following time away from class. This is a fresh start.

#### 5. Time out of class for an appropriate amount of time dependent on the age of the child and the severity of the incident.

**Behaviour lead supports the child in an appropriate space**

Appropriate spaces may be agreed on pupil consistent management plans e.g. Thrive room

Be aware that planned ignoring of undesirable behaviour may be required at this stage and children may need time to be angry or upset or to reflect on their choices.

Child is supported back into his / her learning following timeout. This is a fresh start.

#### 6. Parent's or carers are called in to school to support with the amount of time wasted during the child's learning time and to support resetting the child. The parent/carer will then leave and the child will go back into class ready for a fresh start.

#### 7. SLT involved in the next step

SLT will then make the next decision for the child if the previous six steps have been taken and the child is still not responding. This may lead to a fixed term suspension.

### **High Level Behaviour**

All high level behavior must be reported to the Behaviour Lead/ Deputy Head or Head Teacher and logged on CPOMS.

High level behaviour would include the following:

#### **Safety Rule 1**

- We do not swear or use discriminatory, inappropriate, abusive or racist language, use name calling or  
and we are not rude to members of staff.

#### **Safety Rule 2**

- We do not use our bodies in a violent, inappropriate or dangerous way

#### **Safety Rule 3**

- We do not damage property belonging to the school or other people

#### **Safety Rule 4**

- We do not disrupt the learning in the class

#### **Safety Rule 5**



- We do not refuse to follow staff instructions.

### **Suspension & Permanent Exclusions**

School is mindful of the duties with regard to 'Peer on Peer abuse' set out in 'Keeping Children Safe in Education', June 2023. No form of peer on peer abuse, whether it is of a physical, sexual or cyber-bullying nature will be tolerated and may result in suspension.

In very rare cases it may be necessary to suspend a pupil. This decision will be made by the Headteacher, or in their absence, the Deputy Headteacher.

Suspensions may be issued when:

- A child is violent towards another child or a member of staff
- A child is disrespectful to a member of staff - this includes swearing at staff.
- Any behaviour which brings disorder to the academy or which puts the child or others at risk.
- Any behaviour which prevents the learning of others.
- Repeated defiance.
- A dangerous weapon is brought onto the premises.
- In the event of racist or a homophobic act.

*The list provides examples of behaviour but does not cover all types of behaviours. In some instances, governors may have to reinstate a child back into school depending on the level of behaviour.*

If deemed necessary, this may result in a permanent exclusion.

In cases in which a child's behaviour escalates quickly, or the severity of the behaviour is deemed high, the Headteacher, Deputy Headteacher, or nominated senior member of staff, may take the decision to issue a fixed term or \*permanent exclusion without moving through the previous steps laid out in this policy.

\*The Headteacher will decide if a permanent exclusion is required. Only the Headteacher (or acting Head in Headteacher's absence) can exclude whether fixed term or permanent exclusion is irrelevant.

The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Careful arrangements will be made to ensure that any child returning to school after a fixed term suspension is helped to make the right choices. The parents of the excluded child should attend a reintegration meeting prior to the child returning to school as part of this process. The child will be issued with a 'Coaching card' to support them meet daily targets. If the child's behaviour continues to impact negatively on the lives and learning of the staff and children, then a permanent exclusion will be considered.



### **Use of Reasonable Force**

The academy reserves the right to use reasonable force to help prevent a child from hurting themselves or others, from damaging property, from causing disorder, or in circumstances where a child is refusing to follow reasonable instructions made by an adult.

Teachers and Teaching Assistants at The Limes Primary Academy are trained in Positive handling and de-escalation techniques. Any new members of staff will receive positive handling training as soon as it is reasonably possible.

### **Positive handling**

As a school we will use positive handling techniques to help prevent a child from hurting themselves or others. Any positive handling is recorded onto a Positive handling incident form which is added onto CPOMS.

Any staff involved will be given opportunities to:

- Record incident
- Decompress and reset
- Debrief with SLT/behaviour team (within 24 hours of the even occurring)

Parents will be informed of any positive handling on the same day and reports will be shared if requested.

Positive handling techniques:

- Low ladder hold
- Middle ladder hold
- Top ladder hold
- Seated hold
- Walking hold

The academy reserves the right to use seclusion in cases of emergency, and recognises that these cases will be extremely rare.

### **Monitoring Systems.**

The academy uses the electronic monitoring systems CPOMS for Safeguarding and behaviour concerns.

### **Monitoring**

Senior Leaders and Governors will need to regularly monitor and update the policy and practice in order to ensure consistency. Pupil Parliament will provide feedback from the children's perspective.

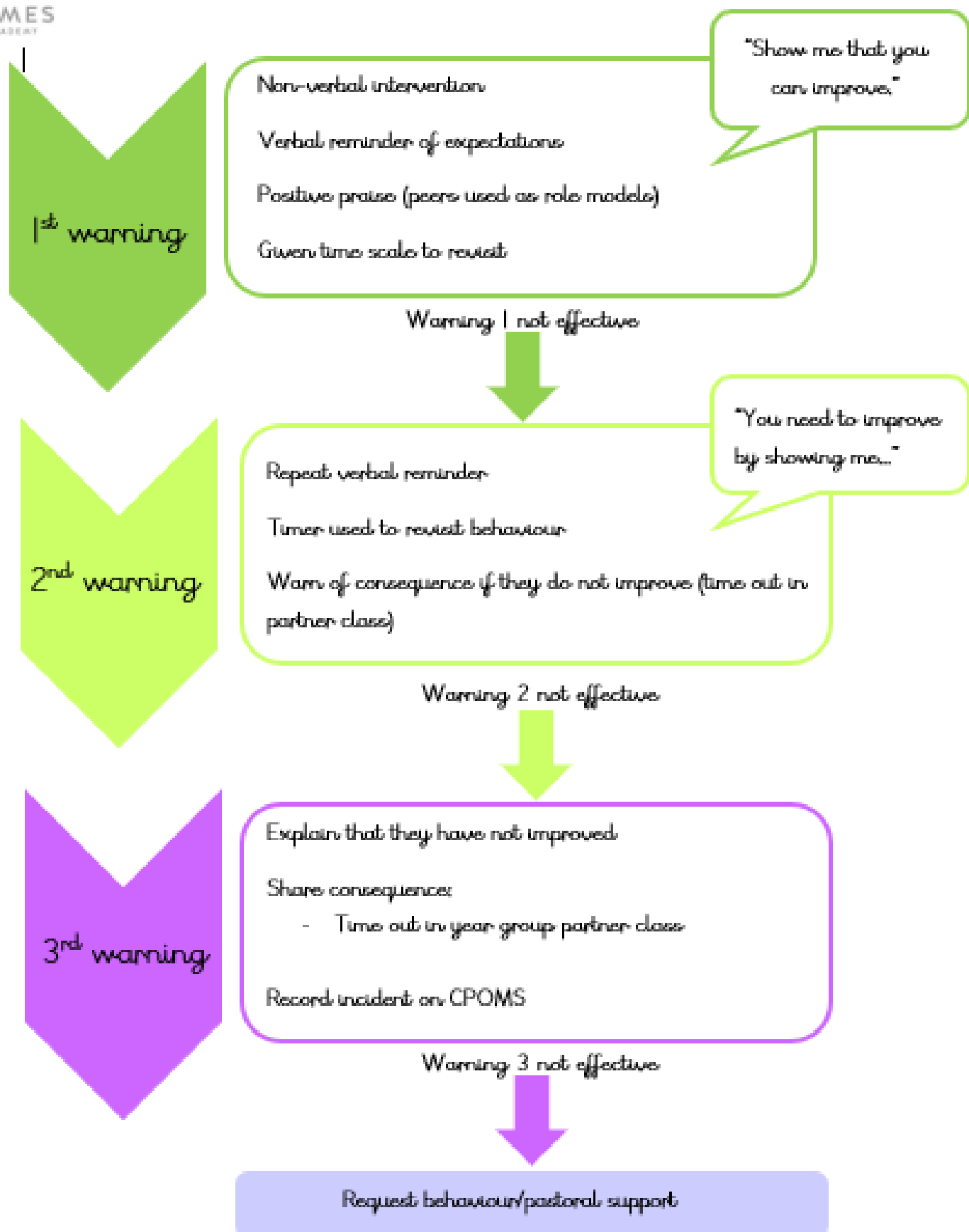
### **Evaluation**

The policy will be kept under regular scrutiny and will be reviewed at regular intervals to determine its effectiveness.

### **Peer on Peer Abuse**

- Some children may abuse their peers, which can manifest in many ways, including bullying, physical abuse, online abuse, sexual harassment and sexual violence, 'sexting' and initiation/hazing.
- Harmful or abusive behaviour between pupils in our academy is not tolerated: we do not believe that it is to be expected, or to be accepted. We recognise that peer on peer abuse is more likely to see boys as perpetrators and girls as victims; staff will be alert to this, but will ensure that all incidents of peer on peer abuse are taken equally seriously regardless of the identity or gender of the perpetrator and victim/s.
- Any report of peer on peer abuse will be swiftly investigated, recorded and responded to in line with the academy's behaviour and anti-bullying policies. Where appropriate, this may include sanctions, exclusion, referral to Social Care and/or Police. Victim/s will be reassured, and both victim/s and perpetrator/s will receive appropriate support and guidance to safeguard and protect them and to ensure that their wellbeing is being promoted.
- We will use lessons and assemblies to help pupils understand, age-appropriately, what abuse is and what the academy's policy and expectations are of their behaviour and conduct to each other, encouraging them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.
- Part 5 of Keeping Children Safe in Education (2020), Child On Child Sexual Violence and Sexual Harassment, will be made available for all staff.
- 'Sexual Violence and sexual harassment between children in schools and colleges' is the DfE's supplementary guidance document published for schools with their expectations as to how schools should respond to and manage any such event. This is made available to all staff and all staff have regular training on Peer on Peer abuse.

## Appendix 1: Behaviour Chart



## Appendix 2: ClassDojo

Classroom Class Story Chats Calendar Dojo Islands No families connected Op

Undo last Add note **Students** Groups

|     |   |   |   |   |   |   |   |   |     |
|-----|---|---|---|---|---|---|---|---|-----|
| 217 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 176 |
| 2   | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 2   |
| 2   | 1 | 1 | 2 | 3 | 2 | 2 | 2 |   |     |

Toolkit
Attendance
Select multiple
Random
Timer
Portfolios
Big Ideas

|    |    |    |    |
|----|----|----|----|
| +1 | +2 | +1 | +1 |
| +1 | +1 | +1 | +1 |
| +1 | +1 | +1 | +1 |
| +1 | +1 |    |    |