The Rivers C.of E. Academy Trust

Behaviour Policy

St Peter's Droitwich CofE Academy

Committee	Quality of Education
Approved	Autumn 2025
Category	Statutory - DfE
Next Review	Annually – Autumn 2027
Officer Responsible	CEO/CFOO/Director of Education/Director of Inclusion etc

This document sets out the regulations for the MAT and all member academies

Contents

Contents 1
Principles 2
Our Values 2
Our Positive Approach....2
Teaching and Learning 2
Expectations of Behaviour....2
Behaviour Curriculum....3
Roles and Responsibilities....4
Behaviour Approaches and Strategies 5
Positive Consequences 5
Negative Consequences 6
Exclusions/Suspensions....6
Searching, Screening and Confiscation 7
De-escalation Strategies 7
Support Systems for Pupils....8
Support Systems for Staff....8
Support System for Parents and Carers....8
Appendix A....10

Principles

At St Peter's Droitwich CofE Academy, we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these. Our behaviour policy is an essential foundation for generating an ethos consistent with our values.

Our Values



Our Positive Approach

Our school provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

Teaching and Learning

Expectations of Behaviour

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour. Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- poor emotional literacy skills
- low self-esteem
- poor social skills
- an inability to accept responsibility for his/her actions
- poor speech and language skills

In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.
We aim, therefore, to help our pupils:

- to relate appropriately towards each other;
- to relate appropriately towards adults;
- to follow teacher instructions;
- to accept help and guidance;
- to accept rules and expected routines;
- to take responsibility for their behaviour;
- to recognise the consequences of their actions;
- to enjoy learning and achievement.

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff through example and explanation.
We aim to establish for our pupils:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

There are five school values which pupils are encouraged to follow at all times: safety, trust, achievement, respect and sharing. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour. In addition, we expect the following general standards of behaviour from our pupils:

- Pupils are expected to attend regularly;
- Dress must be smart and according to the school's Uniform Policy;
- Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents;
- We do not tolerate bullying in any forms e.g. prejudice, discrimination, cyber. (please see our preventing bullying approach)
- Inappropriate language, swearing and name-calling are not acceptable;
- Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones. If mobile phones/devices are allowed in school, they are locked away during the school day and handed out at the end of the day.
- Please also see the searching and confiscation guidance in our safeguarding policy.

Behaviour Curriculum

Our school endeavours to be proactive in improving behaviour. Thus, a part of our curriculum is the explicit teaching and learning of appropriate behaviours and Values for Life. It is through our behaviour curriculum that our school's expectations are translated into teaching and learning.

Our behaviour curriculum reflects these two roles accordingly.
1. For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. However, the teaching of appropriate behaviour will underlie all of the work in the school with subjects being seen as vehicles for teaching this as well as subject content.
2. For pupils attending behaviour intervention programmes, the themes of some of the workshops are:

- Anger management
- Social skills
- Speaking and listening
- Emotional Literacy
- Self-esteem
- Relationships

A number of these workshops will be delivered during each year in 6-week blocks. They will be selected depending on the needs of the pupils.

Roles and Responsibilities

Promoting positive behaviour is the responsibility of the school as a whole. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

The Role of the Headteacher

The headteacher is responsible for:

- establishing an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- organising support for implementing the behaviour policy;
- developing, monitoring and reviewing of the behaviour policy.

The Role of the Teaching Staff

The Teaching staff are responsible for:

- implementing the behaviour policy with their class;
- effective classroom management and the consistency of their application of the approaches outlined in the policy;
- provision for all children within class, including children with special educational needs as defined in the SEND policy;
- delivering a curriculum for teaching and learning appropriate behaviour.

The Role of all Staff (including lunch staff)

All non-teaching staff are responsible for:

- ensuring that the policy is consistently and fairly applied;
- teaching pupils how to behave appropriately;
- providing mutual support;
- modelling the high standards of behaviour expected from pupils.

The Role of the Pupils
The pupils are responsible for:
- shaping and promoting the school's code of conduct;
- supporting staff and other pupils.

The Role of the Parents and Carers
The parents and carers are responsible for:
- their child's attendance;
- their child's behaviour inside and outside school;
- working in partnership with the school to establish and maintain high standards of behaviour;
- modelling the high standards of behaviour expected from pupils.

Behaviour Approaches and Strategies

It is the intention of this policy document to outline the behaviour approaches and strategies used in our school to ensure that all staff have a consistent approach. Consistency is paramount to maximise the effectiveness of the provision at our school.
The approaches are categorised into positive consequences, negative consequences (including exclusions) and de-escalation strategies.
At times behaviour can give cause to suspect that a pupil may be suffering or likely to suffer from harm. In these cases, the DSL or DDSL will consider if pastoral support or other interventions are needed.
All staff are aware that, at times, mental health, disabilities, SEND and trauma can affect pupils' behaviour and these may be taken into consideration when behaviour consequences are enforced.

Positive Consequences

'It is a well-established maxim in teaching that rewards are much more effective than punishment in motivating pupils.' 'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.' DFES 2003
Our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged. It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.
Our positive consequences consist of:
- Verbal praise and encouragement
- Showing work to staff and other pupils
- Group rewards at the end of the week for the group having a positive week
- Telephoned reports to parents/carers
- Praise and commendation from the headteacher

Our positive consequences consist of:
Please see **Appendix A** within this document

Negative Consequences

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.' DFES 2003
Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour, the negative consequences are implemented fairly and calmly. Our negative consequences are designed to encourage our pupils to take responsibility for their behaviour.
Our negative consequences consist of:

Please see **Appendix A** of this document

- Visual prompts – the use of pictorial cards or objects to give reminders to pupils;
- Verbal prompts, reminders and warnings;
- Use of the school values on display in the classroom;
- Completing unfinished work during another specified time in the day. This could be at break or lunch time;
- Alternative work will be set for children who are unable to participate;
- Use of time-out of room table if a pupil uses their time-out card to request time-out or if a pupil needs to be directed by the teacher to take time-out;
- A pupil in isolation is required to complete independent work in the partner classroom for a staged return. The pupil receives minimal adult attention during this time. The pupil may return to the classroom when they show that they are calm and can follow instructions. The pupil is immediately praised on their return to the classroom for turning their behaviour around and re-joining the class appropriately. The staff from the pupil's class oversees the management of their pupil when they are outside the room. However, available staff will provide additional support.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the headteacher will determine the best course of action from the following:

- a letter will be sent to parents/carers by the headteacher asking for an emergency meeting and an alternative program may be set up;
- Positive Handling Plan to ensure safety of all;
- individual risk assessment to ensure safety of all;
- suspension – length dependent on the severity of the incident;
- permanent exclusion - this is rarely used and only in extreme circumstances.

Exclusions/Suspensions

No suspension/exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Suspensions/Exclusion may be used when there is a:

- serious breach of the school's rules, values or policies;
- serious risk of harm to the education or welfare of the individual pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the decision of the headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident). All exclusions will be logged and considered on a half-termly basis by the headteacher and CEO to help identify trends and address issues. This policy should be read in conjunction with the Suspension and Permanent Exclusions Policy.
This is a comprehensive record of our rewards and sanctions. However, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which may be complex.

Searching, Screening and Confiscation

their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of DFE guidance, Searching, Screening and Confiscation July 2022 or any other item that the school rules identify as an item which may be searched for. We follow the DFE guidance, *Searching, Screening and Confiscation July 2022.*

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, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- vapes;
- fireworks; and
- pornographic images.

De-escalation Strategies

We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.
These strategies include:

- removing the audience – using a quieter place or moving the other pupils away;
- planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return;
- planned ignoring – rewarding the pupils who are showing the desired positive behaviour;
- use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil;
- distraction - distracting the pupil's attention from the problem;
- re-focusing the pupil's interest;
- changing the activity if appropriate;

- small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks;
- appropriate use of body language;
- appropriate use of personal space;
- involving another colleague – a different voice and change of face can be very effective;
- recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner;
- providing an increased level of support if appropriate;
- offering alternative actions for the pupil to take;
- using personalisation, relationship and previous successes – remind the child of a situation they were successful in;
- clearly outlining the positive consequences if they make a good choice;
- remaining firm, fair and caring.

Staff at St Peter's Droitwich CofE Academy will use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

Support Systems for Pupils

Our strategies for early intervention for pupils most at risk include:

- regular pupil review meetings;
- contact with parents for unexplained absence;
- contact with parents for unexplained changes in behaviour or attitude;
- referrals for specialist advice;
- where a fixed-term exclusion has been applied, parent/s and pupil attending a reintegration meeting before returning to school and agreeing a pastoral support plan (PSP).

Support Systems for Staff

Our strategies for staff support include:

- regular professional development and training on behaviour management;
- induction on behaviour management for new members of staff;
- weekly staff meetings with opportunities to discuss any concerns;
- advice and support from colleagues;
- when referrals are needed to other external agencies, the member of staff will consult with the headteacher/SENDco;
- spending time talking through the situation with the Early Intervention Family Support Worker.

Support System for Parents and Carers

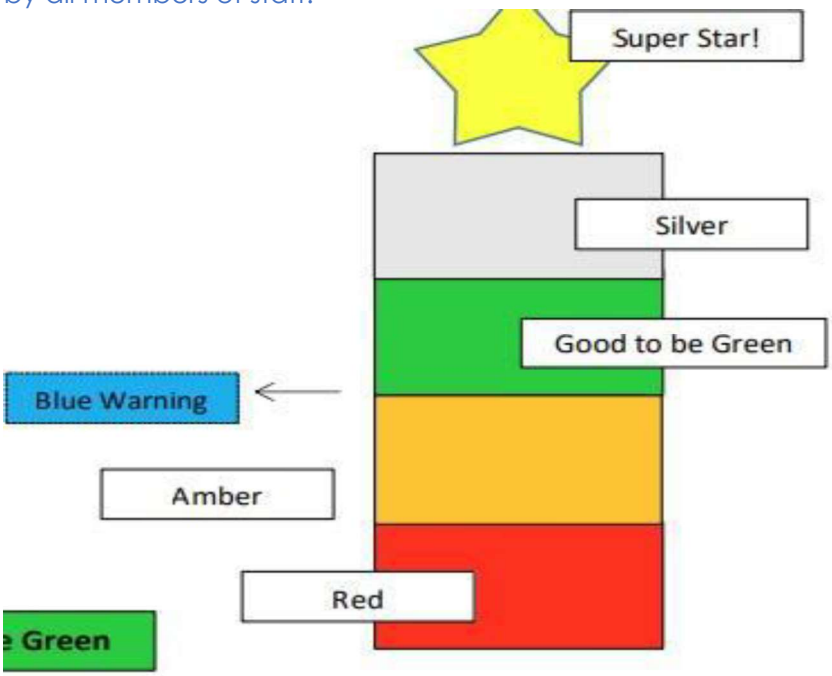
Our strategies for parental support include:

- contacting parents/carers when a pupil has an unexplained absence. This ensures that the parent/carer is aware that the child is not in school, enabling the parent/carer to take steps to establish that their child is safe;

- involving parents/carers at all stages of their child's education when deemed necessary through review meetings;
- making the school's expectations explicit to parents/carers to enable them to understand and participate as fully as possible;
- inviting parents/carers to attend school so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue;
- inviting parents/carers to attend a drop-in session with the Early Intervention Family Support Worker.

APPENDIX A

Zone Board: It is used to promote positive behaviour during both lessons and at play/lunch times by all members of staff.



Green: All children start on green at the beginning of the morning and afternoon sessions (8.30am and 12pm). Promoting the **greatness** of being on green is embedded in the ethos of the school through reference to the phrase 'Good to be Green'.

Expectations of Green – We Care We Share We Tell the Truth

Politeness (please and thank you)

Courtesy (helping / considering others around them)

Respect (listening / taking turns / doing as asked / looking after things)

Friendship (support / tolerance)

The expectations of Green are for all children to show good manners to each other and all adults. It is the role of all adults to be good role models continually reinforcing and promoting the green expectation.
Reference 'Good to be Green' will be made during a celebration assembly on a Friday or in the following Collective Worship on the Monday (if it was a class assembly) for children to be acknowledged by putting their hand up and receiving a round of applause.
Note that class teachers and year groups may create additional steps in the zone board or make adaptations to meet the pupils' particular needs, this will be communicated to the Senior Leadership Team and to parents/carers.

Good to be green stickers:

EYFS – Awarded at the end of the day if a child has stayed on green all day. 11

Year 1 – Awarded at the end of the week to all those children who have been on green or above all week.

Silver: Children may be moved up to Silver if it is spotted that they are setting a particularly good example to others, or they have done something above the expectation in their work.

Super Star: Children can be moved to the super star for exceptional acts of **kindness**. This is where children have shown that they have put the feelings of others before themselves. They may also demonstrate **courage** where they have needed to overcome a fear to achieve something they didn't think they could.

Acknowledgement of Super Star includes: EYFS / KS1 / KS2 – stamp on Tea Time Card
Reference to 'Who's Been a Super Star?' will be made at each Friday assembly for children to be acknowledged.

Blue Warning: If a child chooses to make the wrong choice (not follow the expectations of being on green) then a warning will be given using the language 'Blue Warning'. This will be after general reminders which are used as part of creating a positive classroom climate.

Amber: If a child is moved to amber this is due to the child continuing to make the wrong choices. The aim is to support the child in moving back to green within that session.

Sanctions for Amber : EYFS / KS1/KS2 – miss 5 minutes off their next playtime
Teachers will monitor children who repeatedly move to Amber by keeping track on the 'Amber tracker sheet'. This will be used in discussions with Phase Leaders and parents if a change in behaviour has been noticed.

Red: If a child continues to demonstrate low level disturbance, then they will be moved to red. Children will be moved straight to red if they deliberately harm another child or adult, swear, deliberately damage property, significantly and intentionally disrupt the learning of other pupils or breach rules when working online. Support staff, HLTA's LTS's who see 'Red' behaviour need to discuss with class teacher. The class teacher must complete the red card as they need discuss and share with parents at the end of the day.

Sanctions for Red: A red card will be completed by the class teacher who has moved the child to red. This may then be used/shared in discussion with parents/carers.
Class teachers will enter details of Red Cards onto the child's record/school Management Information System. CPOMS. (Behaviour log, Negative behaviour, Red card) DHT, SENDco or AHT to be tagged in as phase leaders. SLT to monitor on regular basis and follow up and discuss with children when required.
Any red cards issued to be kept on class teacher's desks in SEND red file. Sanctions to be selected from:
*Miss playtime / lunchtime – With a coaching conversation around behaviour choices as well as time to reflect. 12

*Parent to be informed – class teacher to do this.
*Miss additional privilege or class reward. (Please discuss with Phase Leader before deciding upon this.)
*Join another classroom for a period of time (inform parents) *Internal exclusion – time spent away from peers with AHT/DHT/HT/SENDco.

After receiving 4 red report cards during 1 term, the child's parent/carer will be asked to attend a meeting with the class teacher. The Phase Leader must be informed of the date and time of the meeting to support if required. Notes will be taken as a record of any such meeting.
If a further 2 red report cards are completed following this meeting (within the following 4 weeks) then the child will go on a behaviour tracker until an improvement has been made. The report will be daily communication with the parent/carer regarding the choices their child is making at school. After 4 weeks the teacher will meet with the parent/carers to review the child's behaviour. During this meeting it will be decided if:

The child is removed from the behaviour tracker.

Continues to be monitored for a further 4 weeks (involvement of Headteacher,

Deputy Headteacher or Assistant headteacher.)
Concerns to be discussed with the school SENCo to involve outside agencies if needed (involvement of Headteacher or Deputy Headteacher)

Serious individual incidents should be reported to the Phase Leader and involve the Headteacher, Deputy Headteacher or Assistant Head teacher. A lead person (SLT) will be nominated to investigate the incident and advise staff on action to be taken.

Tea Time Card (Tea with SLT)
EYFS children receive a stamp on their team time card when they receive the award.
KS1 and KS2 children are responsible for their own tea time cards (stored in trays). They will stamp their own cards when awarded a stamp.
When to award a stamp:
Super Star Reward (Behaviour)

Reading 3 times in a week (Responsibility)

Excellent piece of work (Achievement)

All spellings correct during weekly quiz

EYFS/KS1 – once the tenth stamp has been awarded the children can visit the office to receive a sticker and place their name on the tea time list.

KS2 – once the tenth stamp has been awarded the children can visit the office for a sticker. They can then choose whether they want to come to tea or receive a Boost 13

Up (option to get the class reward more quickly). Tea time cards will be passed onto the next teacher to be continued.

Housepoints

Housepoints can be awarded for both good behaviour (supporting Good to be Green) and academic achievements. The children record their own housepoints on the class tally chart. Year 4 children and the House Co-ordinator are responsible for collecting the results and announcing them during Friday assembly.

Class Reward

At the beginning of the year the class decide on a 'Class Reward' ie cubes in a jar. They decide together how they will earn the reward. Boost up guidelines are also to be decided, so that children my choose it instead of Tea with SLT (an ethos of children free to make their own choice for this needs to be adopted so that they do not feel pressured into choosing Boost Up).

What would you like me to do?

Certificate Assembly

Two children per class are selected to receive a certificate during Friday Certificate assemblies for their achievements in the classroom or playground. (Please ensure children are confident to talk about why they have been selected). Reasons for issuing the certificate must be linked to a Stars Value.