

Abbots Hall Primary Academy



Behaviour Policy

Agreed by Governors: March 2026

Next Review Date: March 2027

Version control

Date	Version no.	Key changes from previous version
3/2019	V1	New policy Appendix 1: Behaviour Blueprint
7/2019	V2	Covid-19 Addendum to the Behaviour Policy
9/2020	V3	Change to reporting incidents on MyConcern
2/2/22	V4	Addition of individual behaviour plans

11/22	V5	Updated wording of 'fixed term exclusion' to suspension
3/24	V6	Wholesale change of policy
3/26	V7	Adaptation in line with updated regulations Addition/adaptation of behaviour categories and sanctions

Introduction:

At Abbots Hall Primary our vision is that '**we are all academically, socially and emotionally prepared for our own unique journey**'. Our aim is to provide children with a safe, caring and consistent environment where they are enabled to develop their own self-discipline. It echoes our core values of **confidence, resilience, courage, respect, compassion and responsibility**. This policy also reflects our belief that children learn from making mistakes and, therefore, our policy focuses on restorative practice; encouraging children to become reflective.

Aims of the policy:

- To create a culture that excellent behaviour is a minimum expectation
- To ensure that all children are treated fairly and shown respect
- To help children take control over their behaviour and be responsible for the consequences of it
- To give clarity to all stakeholders on policy and procedure regarding behaviour management

Legal Framework

This policy is written in accordance with current legislation and statutory guidance. It reflects the school's duties under the following:

- Education Act 2002
- Education and Inspections Act 2006 (in particular Sections 89 and 93 relating to behaviour and the use of reasonable force)
- Academies Act 2010
- Equality Act 2010 (including the Public Sector Equality Duty)
- Children Act 1989
- Children Act 2004

This policy also has due regard to the following statutory guidance:

- Behaviour in Schools
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England
- Keeping Children Safe in Education
- Searching, Screening and Confiscation
- Use of reasonable force in schools
- SEND Code of Practice

In implementing this policy, the school will:

- Ensure that behaviour expectations are applied consistently and fairly.
- Make reasonable adjustments for pupils with special educational needs and/or disabilities (SEND), in accordance with the Equality Act 2010.
- Consider whether misbehaviour may be linked to a safeguarding concern and respond in line with the school's Safeguarding and Child Protection Policy.
- Ensure that suspensions and permanent exclusions are used lawfully, proportionately and as a last resort.
- Record, monitor and review behaviour incidents to ensure that no group of pupils is disproportionately affected.

This policy should be read alongside the school's Safeguarding Policy, SEND Policy, Anti-Bullying Policy, Restrictive Intervention Policy and Exclusions procedures.

Our School Rules

At Abbots Hall, we have three rules. The children are expected to be 'Ready, Respectful and Safe' at all times.

We believe that every behaviour in school falls under one of these three categories. By simplifying our rules we help children understand them, remember them and, therefore, follow them.

The three school rules form the basis off all restorative practices in school and are referred to consistently by staff.



Recognition and rewards for effort

Celebration Assembly

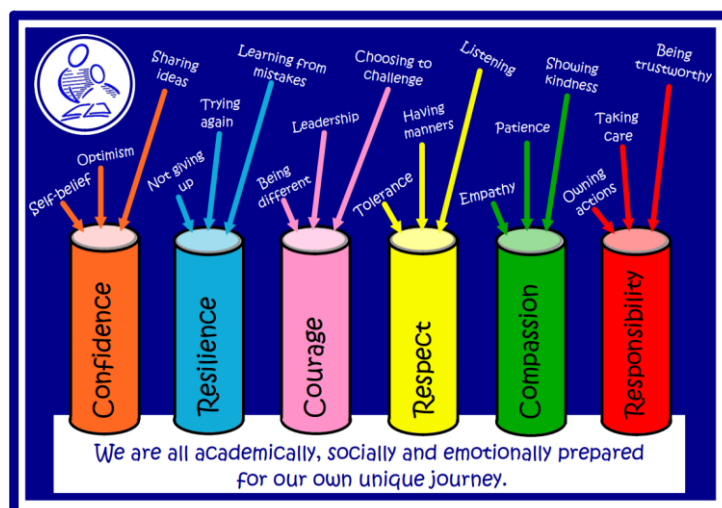
Each week, one child from each class is chosen for the 'Hot Choc Friday' award. This child will have consistently gone "over and above" in demonstrating our school rules and values during the week. These children meet to share a hot chocolate and receive recognition from the Headteacher for their continued hard work.

Values Tokens

All children are acknowledged when a member of staff recognises one of our core values in their behaviour. They are given a 'values token' which is recorded on their personal profile.

These tokens can be used to 'purchase' rewards in our 'Abbotsolutely Everything' school shop. Children are able to 'purchase' smaller items for an immediate recognition of their behaviour, or save their tokens for a more valuable reward.

This enables children to take ownership of their own behaviour and encourages them to show our values on a daily basis. It recognises that there are many children in school who always 'do the right thing' and allows them to be rewarded for this.



Reasonable adjustments

Individual behaviour plans

We recognise that a whole school behaviour system may not be suitable for a small number of children. Where appropriate, an 'individual behaviour plan' will be used to support a child with their specific needs. The school pastoral team will meet with parents to agree the plan and will review it regularly. It is the expectation that all staff working with the child will adhere to the individual behaviour plan and seek support from the pastoral team when issues arise.

SEND

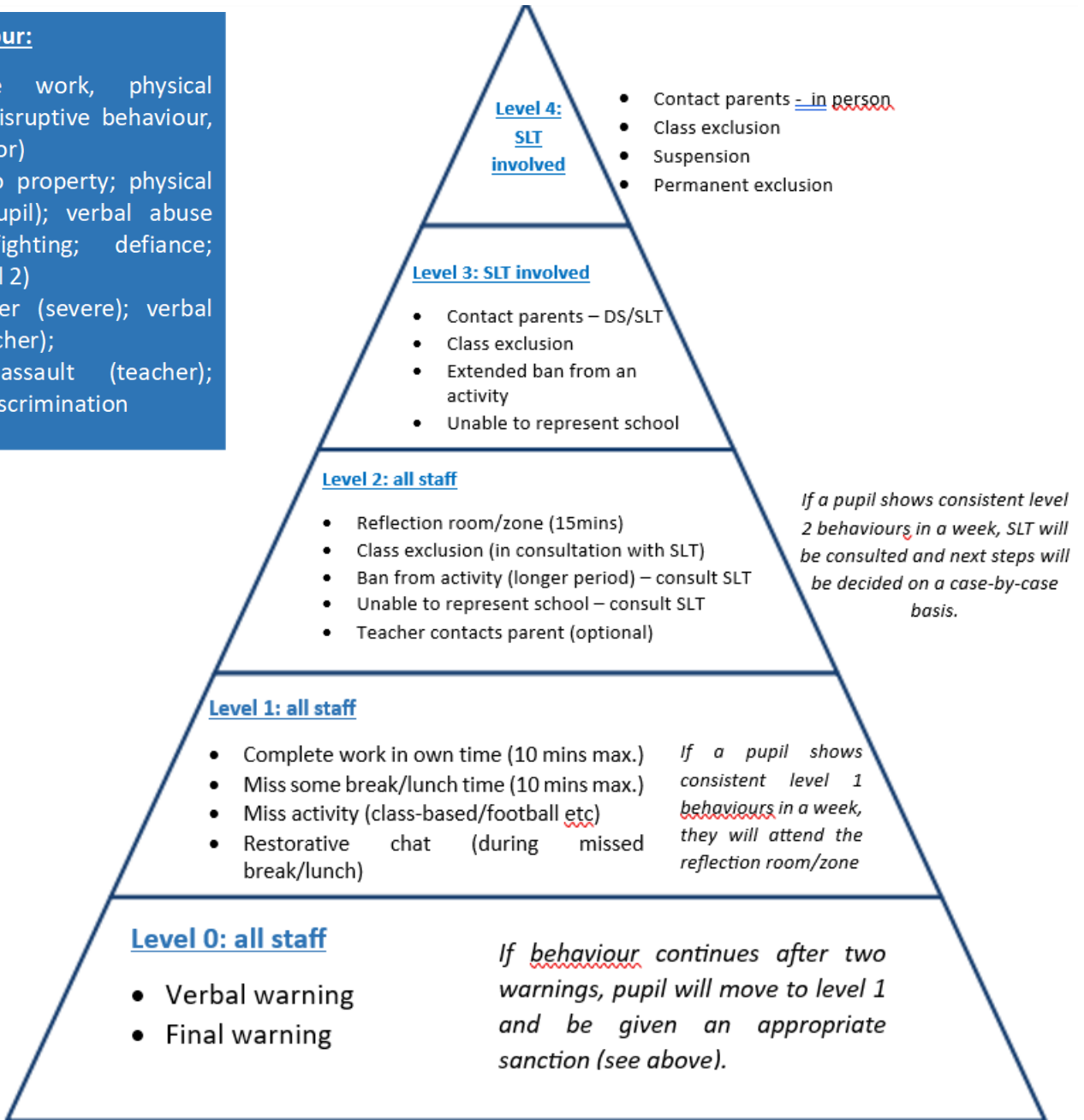
In line with the SEND Code of Practice, we recognise that adjustments to the implementation of the behaviour hierarchy and accompanying sanctions may need to be made for children with additional needs. These could be due to a child's communication and interaction; cognition and learning; social, emotional and mental health; and sensory/physical needs.

Managing Behaviour

When a child is not following our school rules, all staff use the following hierarchy to identify appropriate sanctions. It is the role of the member of staff who identifies an incident to carry out an investigation. They are then responsible for administering a sanction, seeking support from a senior leader where appropriate. Some behaviours may constitute safeguarding concerns and be managed under safeguarding policy.

Levels of Behaviour:

- 1) Inadequate work, physical incident, disruptive behaviour, other (minor)
- 2) Damage to property; physical assault (pupil); verbal abuse (pupil); fighting; defiance; other (level 2)
- 3) Theft; other (severe); verbal abuse (teacher);
- 4) Physical assault (teacher); bullying; discrimination



Reflection Script

During reflective conversations and 'reflection time' staff will use the following script as a basis for their conversation with the pupil

At Abbots Hall, we are READY, RESPECTFUL and SAFE

What's happened to bring you here today?

That doesn't sound like you were being

Was anyone affected/upset by your behaviour?

What could you do if you are in that situation again?

What would you do differently next time?

Restorative practice (Reflection room/zone)

We use restorative practice to enable children to reflect on their behaviour. Through this approach, children are able to identify the impact of their behaviour on others and how they can act differently in future. Conversations are adult-led and consistent, with a focus on supporting the child to learn from their mistake. All level 2 sanctions are logged on the Arbor system.

Exclusions

Class exclusion

Following investigation of an incident, a member of the school Senior Leadership Team (SLT) may decide that a class exclusion is an appropriate sanction. The length and location of the class exclusion is decided by the member of the SLT who will consider all information regarding the incident. During a class exclusion, the child will be given work to complete while under supervision.

Suspension

At Abbots Hall, we believe that that suspensions are not always an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents meet a member of the SLT to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The governors of Abbots Hall Primary Academy agree with this stance and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other children at the school.

Monitoring behaviour incidents

Behaviour incidents are monitored weekly. When a pupil has reached the threshold for repeat behaviours, a member of SLT will decide on appropriate next steps. These are on a case-by-case basis and with the best interests of the individual child at the forefront. Next steps could include, amongst other things, an escalation to a level 3 sanction; more stringent monitoring; or a meeting with the parents. Once a child has received three level 2+ sanctions, parents will be contacted by the family support worker to inform them of the agreed next steps and the child's behaviour will be closely monitored moving forward.

Children's conduct outside the school gates

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Restrictive Interventions

Restrictive interventions are used in accordance with the Department for Education guidance 'Restrictive interventions, including use of reasonable force, in schools (2026)' and Section 93 of the Education and Inspections Act 2006, and in line with the school's Restrictive Intervention policy. As a primary school, we recognise that young children may require additional emotional support, co-regulation and safeguarding. Our approach prioritises prevention, de-escalation and maintaining children's dignity. Restrictive intervention will only ever be used as a last resort, where it is necessary, reasonable, proportionate and for the shortest possible time.

Please see the school's Restrictive Intervention Policy for more information.

Confiscation of Inappropriate items

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. Prohibited items include, but are not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school which has been identified as an item which may be searched for.

Where a search is authorised by the Headteacher, it will be:

- Witnessed by an additional member of staff
- Recorded in writing
- Completed, where possible, by a member of staff of the same-sex.
- Reported to police if the Headteacher deems it to be sufficient.