

ST PHILIP'S CE PRIMARY ACADEMY

BEHAVIOUR POLICY

Date of policy:	September 2025 Signed paper copy available in office	Signed: Headteacher: Michelle Hargreaves Chair of Governors: <i>Clare Leighton</i>
Review date:	September 2026	

Contents:

Safeguarding Statement
Vision Statement
Statement of Intent
Our Guiding Principles
Policy Purpose
Leadership and Management
Behaviour Curriculum including School Systems and Social Norms
Appendices
Review

Safeguarding Statement

At St Philip's CE Primary Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Statement of Intent

This policy is intended to clearly set out the procedures to follow with regards the behaviour of children who attend St Philip's Church of England Primary Academy. This policy complies with **Section 89 of the Education and Inspections Act 2006.**

Our Guiding Principles

At St Philip's Primary Academy, we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'** This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Policy Purpose

We recognise that a clear structure of predictable outcomes has the best impact on behaviour and that it is the consistency of the adults' behaviour which can have the most significant impact on behaviour outcomes. Our behaviour policy is built on the work of Paul Dix and his book '**When Adults Change, Everything Changes.**'

At St. Philip's we aim to:

- Create a culture in which children feel safe and learning is optimal.
- Provide clear guidance for children, staff and parents about behavioural expectations.
- Use a **CALM, CONSISTANT** and **CARING** approach.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- Ensure all adults use consistent language to promote positive behaviours.
- Ensure restorative approaches are used effectively.

The purpose of this policy is to provide practical procedures to follow that:

- Foster the belief that there are no 'bad' children just 'bad choices'
- Encourage and Support Children to recognise and make good choices.
- Recognise children as individuals and respond to them appropriately to their needs.
- Promote and support self-regulation.

Leadership and Management

The Headteacher will analyse positive and negative behaviour data on a regular basis and report this to governors through the appropriate meeting cycle. Leaders will use this information to inform the behaviour curriculum and intervention strategies within the academy.

Staff Induction, Development and Continual Support

- All BDAT school-based staff must read and sign to state that they understand and know their role in the delivery of the school's behaviour policy and behaviour curriculum on an annual basis.
- Staff have a professional responsibility to understand the school's behaviour systems and to apply these fairly and consistently. All staff should seek support, if necessary, in how to apply the policy consistently in line with the Headteacher's expectations.
- All staff are expected to engage professionally with parents and carers, at a level to commensurate with their role.

What we do to achieve our aims?

Staff:

- Take collective responsibility for the promotion of positive behaviour.
- Reinforce the School Rules (Appendix 6).
- Establish positive relationships with parents and children.
- Frequently draw attention to good behaviour - **Praise in Public**.
- Recognise that the vast majority of pupils are well behaved and praise them.
- Emphasise a positive approach to discipline.
- Treat pupils fairly and consistently.
- Have consistently high expectations.
- Value pupils' self-esteem and do not use negative responses or ridicule.
- Discuss inappropriate behaviour in a quiet and reasonable manner.
- Allow children the opportunity to talk about their behaviour and to plan what to do differently in the future.
- Ensure that where consequences are given, they are **proportionate** to the offence.
- Have pastoral care responsibilities for the general well-being of pupils.
- Will **IDENTIFY** behavioural expectations, **TEACH** expected behaviours, **MODEL** expected behaviours, **PRACTICE** expected behaviours, and also **NOTICE** positive behaviours.
- Enforce the school rules with all pupils.

Pupils:

- Follow the school and agreed classroom rules at all times.
- Are polite, honest and courteous – with all staff and visitors.
- Have high expectations of themselves.
- Work co-operatively with others.
- Develop the skills of self-regulation.
- Accept the consequences when behaviour is inappropriate.

Parent/Carers:

- Are actively involved in their child's learning.
- Participate in school activities wherever possible.
- Attend target day meetings and other parent meetings.
- Attend Celebration Worship to celebrate their child's achievements.
- Support the school in teaching children that there are consequences for poor behaviour.
- Help their child accept the consequences of poor behaviour.

How do we share our aims with the children?

Every opportunity is taken to recognise good behaviour throughout the day, without the need to refer to formal structures and rewards. To record good behaviour over the school day, the 'Good to be Green' system is used. For this, every child starts off with a green card. Any misbehaviour is followed by:

- A verbal warning.

- Turn card to amber.
- Turn card to red and sent to partner class with adults to escort and work to complete (Key Stage appropriate timeframe) and add incident to CPOMs.

In Nursery:

- A verbal warning.
- Amber lanyard card displayed.
- Red lanyard card displayed and children have time out in Reception class for the period of minutes that equate to their age plus two minutes.
- Feedback provided to parents on collection.

See Appendix 1 for flowchart and 2 for stepped process

Recording

Teaching and support staff should record individual incidences of inappropriate behaviour (red card incidents) using CPOMs. This allows the Inclusion Team and SLT to identify patterns and support the child with behavioural interventions. If contact with parents has been made. This should also be recorded on CPOMs.

Serious Misbehaviour

This includes defiance, violence, vandalism, bullying, racism, and/or repeated misbehaviour, to be dealt with by a member of SLT.

Racist or homophobic bullying incidents will be recorded on CPOMs, parent/carer seen, and a letter sent home outlining concerns and consequences. This may be a suspension (internal or external), to be determined by the Headteacher. **See Exclusion Policy.**

Children displaying violent/dangerous behaviour (e.g threatening someone else, themselves, running into danger) may be restrained. Physical restraint will only be used as a last resort after other de-escalation strategies have been used. (Appendix 4 De-escalation strategies). Any restraint will follow 'team teach' strategies, in accordance with the **School's Care and Control Policy.**

In the event of 'Team Teach' physical interventions being used, it will be recorded on CPOMs and parents will be contacted.

An individual risk assessment will be put in place for a child whose pattern of behaviour suggest these strategies might be needed. A Positive Handling Plan (Appendix 3) will be put in place for children who regularly display anxiety, defensive or crises behaviours.

Behaviour Curriculum including School Systems and Social Norms

Language Around Behaviour

At St Philip's we understand that a common and consistent use of language around behaviour is essential in creating clarity around boundaries and expectations. Phrases such as 'kicked off' and similar are unhelpful and should not be used. In dealing with behaviour, adults should remain calm and professional at all times avoiding negative and threatening body language such as hands on hips or domineering stance. Conversation should always centre around the behaviour and NOT the child. Misbehaviour should be dealt with using a stepped approach (appendix 2). The staff member who identified the misbehaviour should be, in the first instance, the person who has the conversation. A Positive Handling Plan (Appendix 3) will be put in place for individual children who display particular anxiety, defensive or crisis behaviours.

Praise and Rewarding Positive Behaviour

- It is important that positive behaviour is consistently praised.
- Staff greet children at the door and begin to model positive interactions with manners and respect.
- Staff should pick up on children who are doing the right thing and praise them so that they reinforce the positive behaviours as the 'norm.'
- Staff verbally praise children, arrange class rewards and send messages home.
- Children all belong to a house group – Rubies, Diamonds, Emeralds and Sapphires and can collect house points to contribute towards their house total. House point winners receive a prize at the end of each term.
- Children are also nominated to receive a weekly 'superstar' award in celebration assembly, to which parents are invited.
- Praise is given by sharing positive behaviours to other adults, who will add to the praise.
Other opportunities to celebrate positive behaviours include hot chocolate, treats, stickers etc.
- Lunchtime behaviour certificates will also be handed out each week.

Sanctions

- Sanctions should **make it clear** what the unacceptable behaviour is, that it is taken seriously and how it has affected others.
- Sanctions should be **consistently** applied by all staff to ensure children feel supported and secure.
- Sanctions should be proportionate to the misbehaviour.
- Sanctions should not be given to a whole group for the behaviours of individuals though whole class discussions about appropriate behaviours should occur as needed.

Pupil Support

- Students have a responsibility to follow the behaviour expectations of the academy, as outlined through the behaviour curriculum.
- Pupils have a responsibility to conduct themselves in a manner that does not disrupt their learning or others' opportunity to learn as well as in a way that maintains the safety and wellbeing of themselves, their peers and any adult within the academy or wider academy community.
- There will be ongoing opportunities for students to learn about behaviour that are explicitly delivered through the curriculum as well as indirect learning opportunities through observation of and interaction with the professional conduct of the adults in their academy environment.
- Where a pupil or student has difficulties following expectations due to additional needs, the academy will work with them and their parents to provide additional support to help them meet expectations.

For any student not meeting the expectations for behaviour and for whom the academy's behaviour system needs to be applied, their support needs will also be assessed in order to help reduce repeat actions and allow them to learn from their behaviour.

As part of communicating this policy and the behaviour routines to students and families, the academy will make clear what support is available and who the key members are that will be responsible for it. For further information on whom to go to please see appendix 5 – Behaviour Support Workflow

Behaviour Plans and Students with SEND

We recognise that some students with SEND may have behaviours that arise from their additional needs and the law requires flexibility and responsiveness to those needs, often through provision that is 'additional to/or different from' the main offer for all students. These will be referred to as reasonable adjustments and documented in their individual student plans. (This is outlined further in DfE Behaviour in schools guidance (2022) (point 37-38)).

In addition, students with SEND may have behaviours that are not arising from additional needs and other students' behaviour may be arising from a SEND that has not yet been identified or understood.

Our approach includes directly teaching students the skills and understanding that underpins good behaviour as well as anticipating likely triggers of challenging behaviour and putting provision in place to support and prevent it wherever possible.

The Trust is committed to working preventatively wherever possible by supporting academies to develop strong, consistent routines; clear communication strategies; positive relationships with families; and having simple, reliable but flexible systems for responding to behaviour that does not meet the expected standard that are understood by all stakeholders.

Pupil Transition

At the start of each year; parents, pupils and class teachers are asked to reread and sign the Home School Agreement (Appendix 6).

Banned Items

The following items are banned from school premises;

- Illegal substances, including drugs.
- Illicit substances, including alcohol or tobacco, e-cigarettes and vaping equipment.
- Weapons, or any item which has been weaponised.
- Fireworks or incendiary items.
- Laser pens or pointers.
- Sexually explicit images.

Should a search of a pupil's property be required because the Headteachers or SLT suspects the possession of a prohibited item, this will be carried out in accordance with DfE Guidelines and details of search logged on our CPOMs system. Further banned items may be added at any time based on current trends, e.g. fidget spinners etc. if deemed dangerous or causing a distraction from learning.

Mobile Phones/Devices

Children are not to bring mobile phones and other mobile devices into school. On the rare occasion that it is deemed appropriate for a child to have a mobile phone, e.g. for the purposes of safety when walking home from school unsupervised, the phone must be handed in to a member of staff as soon as the pupil enters the classroom and given back to the pupil as they are leaving school.

Physical Attacks on Adults

At St Philip's we take incidents of violence towards staff very seriously. Adults should take a 'common sense' approach to keep themselves and the child safe from harm. If a child physically attacks an adult the matter will be taken seriously. The parent/carer will be informed, and a letter sent home outlining concerns and consequences. This may be a fixed term suspension (internal or external), to be determined by the Headteacher.

See Exclusion Policy

Individual Behaviour Plans and Nurture

Some children exhibit particular behaviours based on negative early childhood experiences and family circumstances. We recognise that a child dealing with the influence of these experiences may exhibit negative behaviours. We recognise that this behaviour, often leads to a child struggling with appropriate emotional response. These children are likely to need different response to misbehaviour and in these instances, individual bespoke behaviour plans would be created to support their needs. **A Positive Handling Plan (Appendix 3)** will

be put in place for identified children who display particular anxiety, defensive and crisis behaviours.

Anti-Bullying

Here at St Philip's CE Primary Academy, bullying of any kind is not tolerated. There are many forms of bullying, some of which are listed below. This list is not exhaustive, but outlines many of the unacceptable reasons for bullying another pupil.

Bullying can be about:

- Race of ethnicity (racist bullying).
- Religion or belief.
- Family and culture.
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'.
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them.
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs of disability.
- What someone looks like.
- Where someone lives.

Any bullying behaviour will be dealt with in accordance with our policy, as outlined above in the Serious Misbehaviour Section.

Child on Child Abuse

At St Philip's CE Primary Academy, any form of child-on-child abuse will not be tolerated and will be dealt with in conjunction with our Serious Misbehaviour procedures and Child Protection and Safeguarding Policy. Forms of child-on-child abuse are stated below – further details of what each form of abuse is can be found in the school Child Protection and Safeguarding Policy. Forms of child-on-child abuse are stated below – further details of what each form of abuse is can be found in the school Child Protection and Safeguarding Policy:

- Sexual Violence.
- Harassment.
- Bullying – including online.
- Physical Abuse.
- Upskirting.
- Downblousing.
- Sexting.

- Initiation/hazing type of violence or rituals.

Beyond the School Gate

While this Behaviour Policy refers to behaviours while within the school premises, the school reserves the right to discipline beyond the school gate. Our policy covers inappropriate behaviours when:

- Taking part in any school related or school organised activity.
- Travelling to or from school.
- Wearing school uniform.
- Identifiable as a pupil from St Philip's CE Primary Academy.
- Adversely affecting the reputation of the school.

If the behaviour is criminal or cause threat to a member of the public, the police would be informed. Parents would be informed of these behaviours and incidents recorded on CPOM's.

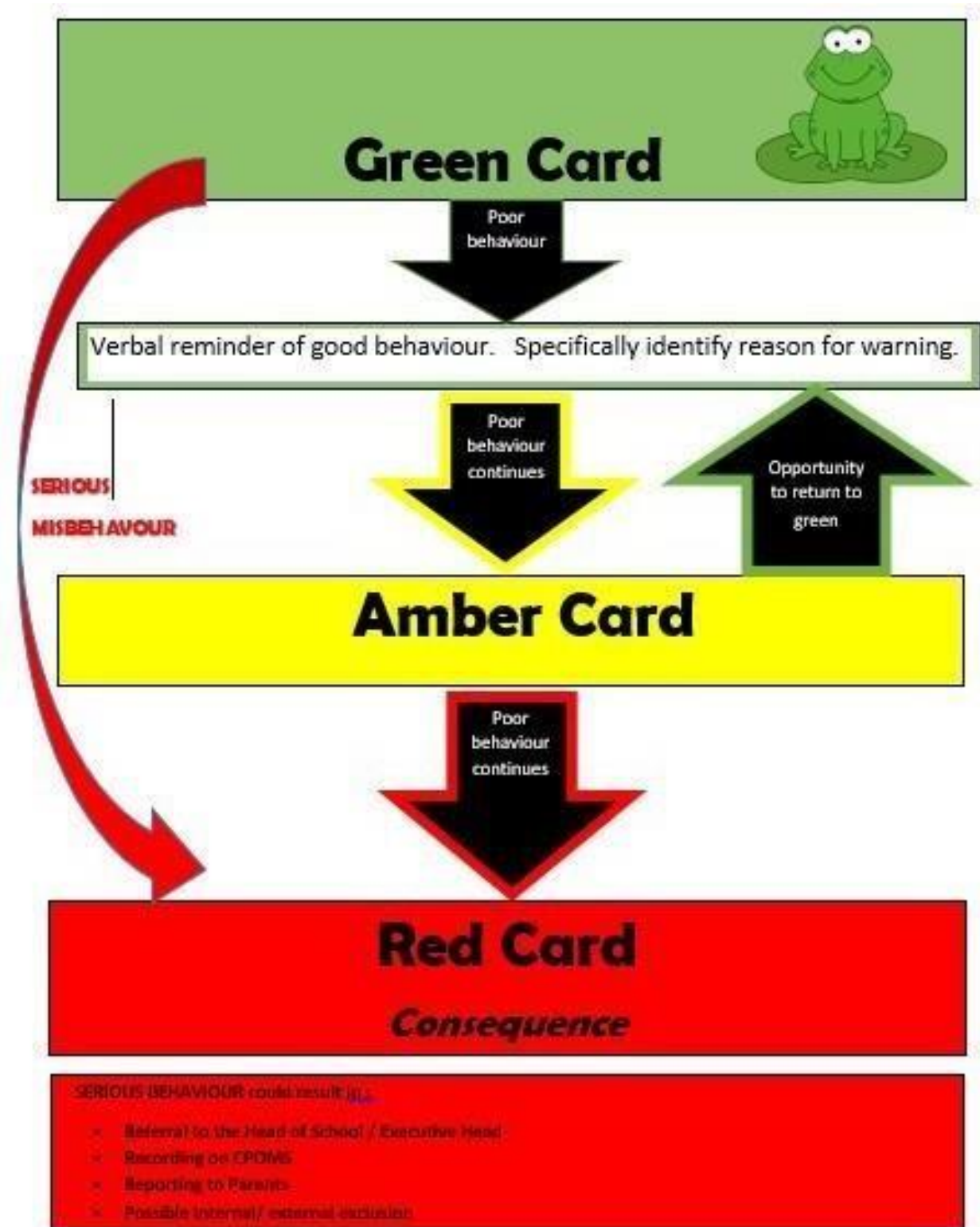
Appendices

- Appendix 1: Class Flow chart
- Appendix 2: Stepped approach- language guide
- Appendix 3: POSITIVE HANDLING PLAN
- Appendix 4: De-Escalation Strategies
- Appendix 5: Behaviour Support Workflow
- Appendix 6: Home School Agreement
- Appendix 7: Behaviour Flow Chart-Reference
- Appendix 8 School Rules

Review

This policy should be review and ratified by the Governing Body of St Philip's Primary annually.

Appendix 1 – Class Flow chart



Appendix 2: Stepped approach- language guide

Stepped Boundaries : Gentle Approach, use child's name, child level, eye contact, deliver message	
REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be ... You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. At St Philips, we walk around the school Please walk. Thank you for listening.'</i></p>
WARNING (Amber)	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table etc ...) (Child's name), Do you remember when ? (model of previous good behaviour) That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <i>Example - 'I have noticed you are not ready to do your work. At St Philip's, we expect you to be ready to work. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>
TIME OUT (Red card)	<p>I noticed you chose to continue to (noticed behaviour) You need to.....(Go to quiet area of the classroom/Go to another table etc. or partner classroom Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes <i>Example - 'I have noticed you chose to use rude words. At St Philip's we are respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> *DO NOT describe child's behaviour to other adults in front of the child*</p>
FOLLOW-UP /RESTORATION	<p>A restorative conversation may be held to restore relationships if necessary. The conversation should follow the script: 1. What happened? (Neutral, dispassionate language.) 2. What were you thinking at the time? 3. Have you had any thoughts since? 4. Who has been affected? How have they been affected? 5. What needs to happen next? It may be decided in the conversation that a sanction is required in order to aid the restoration of relationships. Remember, it's not the severity of the sanction, it's the <u>certainty</u> that this follow up will take place that is important.</p>

Appendix 3 - POSITIVE HANDLING PLAN

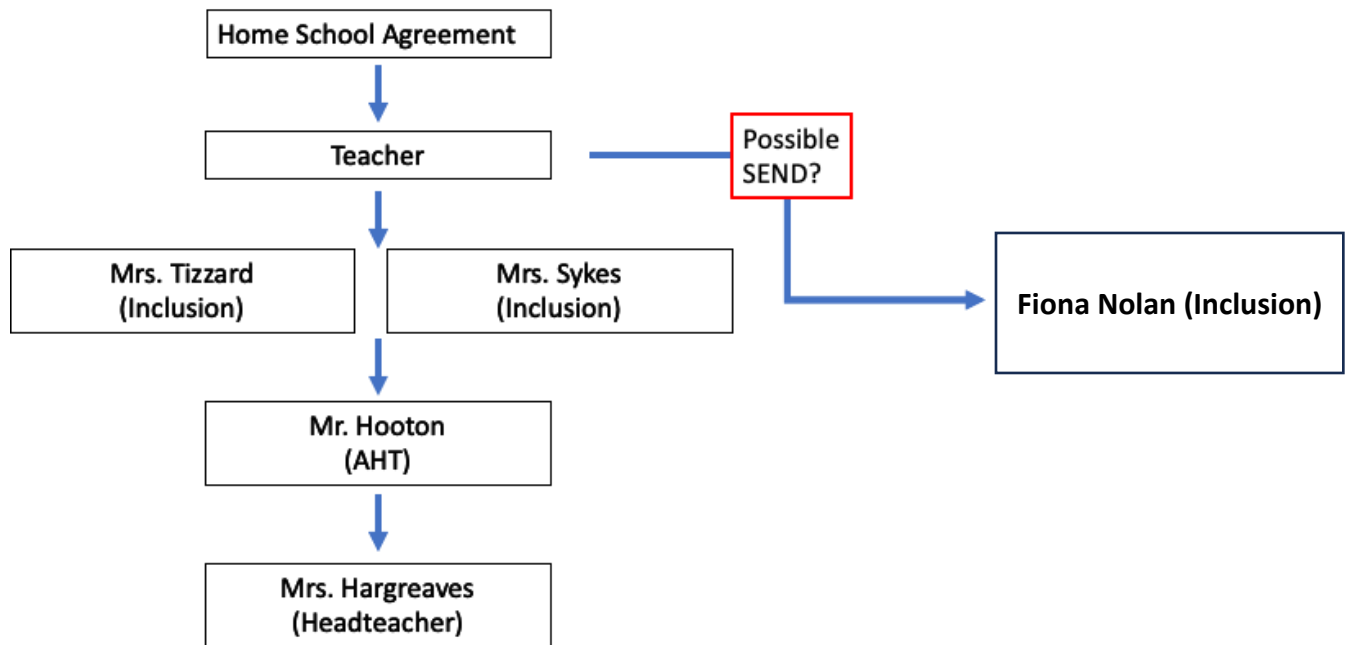
Child's Name:		Date of Plan		Review Date:	
What does the behaviour look like?					
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours		
What are common triggers?					
De-escalation skills					
Skill	Try	Avoid	Notes		
Verbal advice and support					
Giving space					
Reassurance					
Controlled choices					
Humour					
Logical consequences					
Planned ignoring					
Time-out					
Removing audience					
Transfer adult					
Success reminded					
Supportive touch					
Listening					
Others					
Suggested diversions/ distractions					

Appendix 4 De-Escalation Strategies

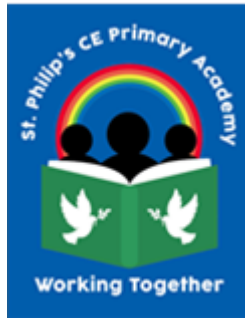
If children are demonstrating behaviour that is becoming detrimental to the learning and safety of others, the following steps can be taken:

	Examples of behaviour	
Stage 1 Low Level	Hands over ears, hiding face in hands / bent over table / under the table Pulling up collar or pulling down hat Rocking or tapping (can be self-soothing) Withdrawing from a group Not speaking Defensive posture	Can you remove the source of frustration? Communicate: talk and I'll listen Offer reassurance – talk and I'll listen Your body language needs to be positive Divert and distract – why are they doing it and do they need some extra support? Give reminder but try and stop any further escalation - Could be blu-tac / tactile etc.
Stage 2 Medium Level Higher Tension	Making noises and moving around Talking louder – higher – quicker Aggressive postures Changes in eye contact Pacing Breaking rules intentionally Low-level destruction Picking up objects that could be used as weapons I will not....you can't make me	Continue to use responses above Use script: Talk and I'll listen (de-escalation) Explain that the behaviour is unacceptable. What is expected? <i>I need you to... Remember when you [example of previous good behaviour] that is the [name] I want to see now.</i> Give child time to make the choice. Make the consequence clear. Make further consequences clear. Ensure the child understands why this consequence has been given. Issue consequence. <i>How can we make sure this doesn't happen again?</i>
Stage 3 – High Level	Children displaying violent /dangerous behaviour (e.g. threatening someone else, running away)	Use above script. If the child does not follow instructions, and behaviour is not deescalated, count the child down to let them know that they will be restrained if they continue to be dangerous, violent etc. See Care and control policy

Appendix 5: Behaviour Support Workflow



Appendix 6: Home School Agreement

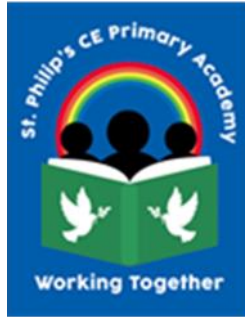


HOME SCHOOL AGREEMENT

As a student I will:

- Attend regularly and arrive at registration on time
- Wear the correct uniform and bring the correct equipment each day
- Work hard to achieve targets set by my teachers
- Help other students by allowing every teacher to teach and every learner to learn
- Behave well on the journey to and from school
- Behave well in and out of class
- Respect and care for others and their property, including school property
- Care for my planner and record all homework details
- Meet all deadlines for handing in homework
- Talk with parents and teachers about any concerns in school

Signed _____ Date _____

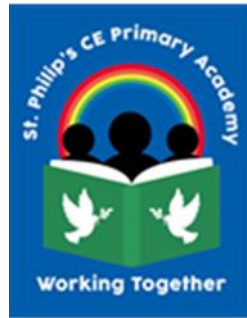


HOME SCHOOL AGREEMENT

As a parent I will:

- Take an active interest in all aspects of my child's school life
- See that my child attends school regularly, on time and properly equipped
- Communicate to school all relevant information which may affect my child's work or behaviour
- Notify the school if, for any reason, my child cannot attend
- Encourage my child to follow the school's behaviour policy and support associated action taken by the school
- Understand that school may at times need to use physical intervention to keep all children safe
- Support the school's policy on homework, provide suitable facilities at home and encourage my child to make the required effort
- Do my best to attend parents' target meetings and other meetings at which my presence is requested

Signed _____ Date _____



HOME SCHOOL AGREEMENT

The school will:

- Provide a safe and stimulating environment for your child
- Ensure that your child fulfils his/her potential as a learner and as a member of the school community
- Offer a broad and balanced curriculum to pupils of all abilities
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a pupil at the school
- Keep you informed about your child's progress and general school matters
- Insist that all pupils observe the school's behaviour and anti-bullying policies
- De-escalate situations effectively to prevent any harm coming to any student, only using physical intervention if required

Signed _____ Date _____

Appendix 6: Behaviour Flow Chart-Reference

	Staff action / consequence
Green	Positive praise Verbal reminders to 'Stay Green'
Amber	Give a clear reason for getting an amber card. Opportunity to go back to 'green' if behaviour addressed. Frequent Amber cards (4+/week) speak to parents to discuss any potential home issues No further consequences
Red	Child spoken to by the class teacher at the end of the lesson 1:1 re behaviour and how to address it. RESTORATIVE CONVERSATION – as required Staff judgement – limited time out in another class with work provided. Inform parents where appropriate.
2nd Red Card in a week	As previous plus Record on CPOMs Communicate incident to parent.
3rd Red Card in a week	Record on CPOMS Parents meeting with class teacher/ SLT Miss a playtime/ lunchtime break RESTORATIVE CONVERSATION – as required

Appendix 7 School Rules

Do as you are asked

(Do not ignore adults)

Listen to people

(Do not interrupt)

Be kind

(Do not hurt people)

Look after all property

(Do not waste or damage things)

Be honest

(Do not cover up the truth)