



Middlestone Moor
Primary Academy

Behaviour Policy

Date: September 2025

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School Specific Policy of the
Advance Learning Partnership Multi Academy Trust

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Behaviour principles written statement

Middlestone Moor Primary Academy is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by G Richardson (Headteacher) and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the Headteacher, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the Headteacher and governing board, and is clearly set out within the school's Behaviour Policy and Positive Handling and Powers to Search Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils. The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

This policy is based on research recommendations reported by the EEF in the Improving behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book 'When the Adult Changes, Everything changes'

The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your pupils and their influences.
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour
- Recommendation 3: Use classroom management strategies to support good classroom behaviour.
- Recommendation 4: Use simple approaches as part of your regular routine
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school.
- Recommendation 6: Consistency is Key

[Improving behaviour in schools \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Behaviour Policy Principles

Middlestone Moor Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As a member of our school community we adhere to the three rules

- Be Safe
- Be Respectful
- Be a Learner

These three rules are then underpinned by a set of expectations explained below:

	ALWAYS	Learning Areas	Outside	Toilets	Dinner Hall	Moving around school	Assembly	Digital Technology	In the Community
Be Respectful	I listen to the person talking and use manners. I am honest I show kindness I accept adult decisions and follow instructions I take care of school property	I have a go I respect learning and teaching I co-operate in group work I share and take turns I speak to an adult if there is a problem	I use positive language I tell the truth I put rubbish in the bin I share equipment and play spaces I include others	I respect privacy I use toilets and taps responsibly I tell an adult if the toilets are unsafe or dirty.	I wait my turn I use my manners I sit in the seat that I have been told to. I make sure that I am using an inside, quiet voice	I use a quiet voice I maintain personal space I show 'Fantastic' walking	I enter and exit quietly -Fantastic Walking I show appreciation by clapping appropriately I am mindful of people around me	I only write things that are considerate of others' feelings I seek permission before posting information about others.	I use my manners I wear my uniform with pride. I respectfully represent my school
Be Safe	I keep my hands, feet and objects to myself I am where I am meant to be I move safely and give people their personal space I make good choices I listen and follow instructions in an emergency	I use equipment appropriately I make responsible decisions	I wait my turn I use equipment correctly I follow the rules of the game	I go to the toilet and have a drink at playtime I flush the toilet and then wash my hands with soap and water	I wait safely in the line for my lunch I always walk when in the Dinner hall I only ever eat the food that I have been given.	I line up and walk using 'Fantastic walking' I stay to the left I look where I am going	I leave entry and exit points clear I sit with my class	I keep passwords private I only access sites that I have permission to use I only communicate <u>online</u> with people that I already know I report anything inappropriate to an adult or parent immediately	I obey safety rules I am aware of stranger danger I ensure that I wear correct uniform when participating in out of school activities. I follow instructions and remain with my group.
Be a Learner	I always try my best I am prepared for learning I participate I listen attentively I learn from my mistakes	I have the equipment I need to learn I follow the school values I follow the classroom expectations.	I walk calmly <u>into</u> school showing that I am ready to learn. I think before I act. If there is a <u>problem</u> I ask an adult to help	I use the toilet at playtime so as not to waste learning time. If I do need the toilet during a lesson, I let an adult know	I use my manners when speaking to adults I line up in the correct place	I arrive at class on time	I listen to messages carefully I am an attentive audience member	I use the internet to research and learn new skills. I follow protocols I use digital technology for assigned tasks only.	

The ASPIRE values are central to our school culture and ethos. Our curriculum and behaviour policies reinforce the following.

A – We are ambitious to ACHIEVE our best

S – We show that we want to succeed by being SELF-MOTIVATED

P – We enjoy school life and overcome challenges by being POSITIVE

I – We show resilience and INDEPENDENCE

R – We care for others and always show RESPECT

E – We focus on learning by being ENGAGED in everything we do!

Aims of the Behaviour Policy

- To provide a safe, comfortable and caring environment where learning takes place
- To ensure high expectations and standards for pupils' behaviours for learning
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach that reinforces the school's ASPIRE values
- All adults take responsibility for behaviour and follow up personally
- Adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments.

Purpose of the Behaviour Policy

To provide simple and practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad' choices.
- Encourage pupils to recognise that they can and should make 'good' choices, this is recognised in class by the use of the 'Above and Beyond Board'
- Recognise behavioural norms that reinforce the school's ASPIRE values and positive behaviours for learning through the GEM powers.
- Promote self-esteem, self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention.

Zones of Regulation

To support children in their emotional wellbeing we use the zones of regulation to develop children's self-regulation and support them in recognising their changing feelings and emotions as perfectly normal. There are a range of strategies linked to the different emotions to support regulation and select strategies to regulate themselves so they feel calm and safe within school. The Zones are:

- Joy
- Sadness
- Disgust
- Anger
- Fear

For some children these may be tailored more specifically to support their individual needs.

All staff must:

- Take time to welcome pupils at the start of the day and following transition time ie after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Be Safe, Be Respectful and Be a Learner' and the school's ASPIRE Values
- Actively promote and recognise desirable behaviours publicly.

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff.
- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours

At Middlestone Moor Primary Academy we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion.

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour Pathway Our Stepped Approach to Boundaries with microscripts
We use a consistent and gentle approach to addressing poor choices: ✓ use pupil's name ✓ child level ✓ eye contact ✓ deliver message
1. Reminder I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Safe, Respectful and be a Learner) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk Fantastically. Thank you for listening.'
2. Warning I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT) If you choose to break the rules again you leave me with no choice but to ask you to go to reflection 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 Example -'I have noticed you are not ready to do your work. You are breaking the school rule of being a Learner. You have now chosen to catch up with your work at playtime in reflection. Do you remember that yesterday you started your work straight away and got it finished? That is what we need today, thank you for listening'
3. Calming Time I noticed you chose to (noticed behaviour) Classroom/ shared area You need to: 1. Wait outside the classroom/Go to reading area/ Go to shared area 2. Go to sit with the class that you are partnered with 3. Go to sit in the Phase Leader's classroom (Mrs Howe, Mrs Murray) 4. Go to Head teacher's office Playground You need to: 1. Stand by other staff member 2. Go to reflection 3. 3.Go to Phase leader (Mrs Howe, Mrs Murray) 4. Go to Head teacher's office 5. I will come and speak to you in two minutes Example -'I have noticed you chose to use rude words. You are breaking the school rule of being 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.'

TIME IN not TIME OUT that counts.

- DO NOT describe child's behaviour to other adult in front of the child*
- Other members of staff must not ask the child to describe their behaviour or get involved unless prompted.

4. Follow up, repair and restore

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Adult Strategies to Develop Excellent Behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Middlestone Moor Primary Academy we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. We refer to a child's behaviour becoming 'dysregulated'.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher, teaching assistant or lunchtime supervisor who was first to notice and deal with the behaviour.

Rewards

At Middlestone Moor Primary Academy we do not believe in rewarding good behaviour as this is the expectation of all children, however we reward children who go above and beyond our expectations through:

- Giving pupil's roles and responsibilities e.g. Prefects (year 6), Monitors, School Councillors and other roles of responsibility in school.
- Recognition on the class 'Above and Beyond Board'
- Family Tokens – for respecting rights if themselves and others
- Gem Power stickers for demonstrating the 'Gem Powers' in lessons

- Prizes linked to 'Gem Power' stickers
- Positive texts and letters home

Sanctions and consequences

Sanctions should:

1. Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is contrary to the school's ASPIRE Values
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

All incidents are logged on CPOMS.

To support a consistent approach to recording incidents on CPOMS, a levelled approach is used.

These 'Levels' are not referred to with the pupils and must be applied using professional judgement.

The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.

Typical behaviours at Level 1

- Low Level disruption
- Failure to follow instructions (first time)
- Low Level failure to be Safe, Respectful or be a Learner. Corrected following reminders.

Possible consequences:

- **Time In**
- **Loss of social time (small amount of time in reflection)**

Typical behaviours at Level 2

- Repeated Low Level Disruption or failure to be Ready, Respectful or Safe
- Significant Disruption to learning of themselves or others
- Verbal or physical aggression

Consequences:

- **Time In**
- **Loss of social time - Reflection**
- **Movement to another area**
- **Senior Team (Mrs Howe, Mrs Murray) to provide support alongside the member of staff**
- **Parents informed of patterns of behaviour and invited in to discuss strategies with teacher.**

Typical behaviours at Level 3

- Significant verbal or physical aggression
- Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic
- Targeted intimidation or bullying

Consequences:

- Time In
- Loss of social time (longer than at Level 2)
- Movement to another area
- Mrs Howe, Mrs Murray to provide support alongside the member of staff
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher
- Behaviour Support Plan is agreed with parents, pupil and school staff
- Possible Suspension
- External agency support is requested

Typical behaviours at Level 4

- Significant incidents of intimidation or bullying, usually repeated incidents.
- Physical assault causing significant harm

Consequences:

- Loss of social time (longer than at Level 2)
- Mrs Howe, Mrs Murray to provide support alongside the member of staff
- Parents must attend meeting to discuss strategies with a member of the leadership team and/ or a member of the Academy Council.
- Behaviour Support Plan is agreed with parents, pupil and school staff
- Possible Suspension
- External agency support is requested

At Middlestone Moor Primary Academy, we use a clear behaviour pathway that could lead to consequences:

1. Reminder
2. Warning
3. Time-In/Calming Time
4. Follow up/Reparative Conversation
5. Parents should be informed via phone call, pick up update or text
6. Incident logged on CPOMS
7. Possible loss of social time

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- Sent to Phase Leader, Deputy Headteacher or Headteacher
- Parents phoned or parents called to school
- Seclusion (separated to sit for the rest of the day with Phase Leader, DHT or HT)
- Fixed Term Suspension.

Support for pupils causing concern

The following structures exist within the school to support pupils whose behaviour is causing concern. In all cases parental involvement is essential.

- Placement on the SEN Register - Pupils on the register are monitored by the SENCO and appropriate targets and interventions are put in place.
- Involvement of Behaviour Intervention Team

Positive Handling

Risk management is regarded as an integral part of our Behaviour Policy. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's special educational need and any other planning document relevant to the pupil. They should take into account age, sex, level of physical, emotional and intellectual development, special needs and context. Any medical issues must be written into positive handling plans e.g. heart problems, asthma, as well as any techniques not to use. All teachers/adults in class, parents, head teacher and at least one Team-Teach trained member of staff must be familiar with a child's positive handling plan.

Risk Assessment

Risk assessments are required for children who exhibit extreme behaviour. Planned physical intervention may be a planned response for specific children if staff are aware of emotions being triggered to support the child in de-escalating their behaviour and regulating their emotional state in a safe environment and will be stated in their support plans/other relevant documentation. This differs from emergency use of restrictive physical restraint where a pupil behaves in unforeseen ways. Research evidence clearly shows that injuries to staff and pupils are more likely when the intervention is not planned. An effective risk assessment procedure, along with well-planned preventative strategies (individual positive handling planning), will help to keep emergency use of restrictive physical interventions to an absolute minimum. Staff should be aware that in an emergency situation, the use of reasonable and proportional force is permissible if it is the only way to prevent injury or serious damage to property. Whenever practicable, before physically intervening a staff member should attempt to resolve the situation by other means. A calm and measured approach to a situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that the physical intervention will stop if it ceases to be necessary.

Responsible staff should think ahead to anticipate what might go wrong when creating a risk assessment. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this child's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?

- What further steps can we take to prevent dangerous behaviour from developing?

Reasonable Force

The term 'reasonable force' covers the broad range of actions involving a degree of physical contact with pupils. It is always a last resort and used in very rare occasions. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. All members of staff have a legal power to use reasonable force. This power applies to any member of staff. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In school, force would only be used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and always depends on the individual circumstances. The following list is not exhaustive but provides examples of situations where reasonable force can and cannot be used.

We would use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

We will not:

- use force as a punishment – it is always unlawful to use force as a punishment. (See the school's Search and Deletion Policy for more information linked to this.)

Team-Teach Injury Potential and Technique Application

Various staff in school have received Team-Teach instruction and are able to carry out the taught techniques if/when necessary. The skills and techniques taught on a Team-Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary. Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. It is also recognised that staff may choose to respond with a technique from outside the Team-Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged

on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Post Incident Debrief

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals, we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the head teacher or deputy will make arrangements for the class group to be supported.

Recording All incidents of unacceptable behaviour should be recorded and logged on CPOMS (school's safeguarding and child protection software), written by the member(s) of staff observing the incident within 24 hours and alerting all members of SLT when submitting it. Restrictive physical restraints will also be logged on here, selecting the appropriate lozenges and if necessary, attaching photographs of any bruising/scratches etc. which appear following the incident.

The record should indicate:

- The names of staff and pupils (and any other parties) involved
- The reason for using the restrictive physical intervention employed
- The type and duration of the restrictive physical intervention
- Whether the pupil or anyone else experienced injury or distress and, if they did, the action that was taken.
- Relevant behavioural information e.g. SEN documentation, referrals, reports, positive handling plans, risk assessments etc. will be uploaded here and added to chronologies.

Records of restraint must be retained and kept accessible for 25 years after the D.O.B. of the child. Positive handling plans, risk assessments and the Behaviour Policy for the previous academic year must also be kept.

An incident log must be completed on CPOMS to record any injuries that result from the use of restrictive physical intervention. Incidents of restrictive physical intervention will also be recorded in a numbered incident book which is kept in the school office.

Suspensions (Separate Policy) A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. Fostering positive relationships within the school community (parents, staff, governors etc.) We work hard to foster positive relationships with parents and involve them in all aspects of their child's school life keeping them informed of their child's progress and celebrating successes through:

- Termly Parents' evening to enable parents to keep up to date and have an open dialogue in relation to their child
- Social media (School Facebook)
- Our Schools App
- Website
- Family Time

Behaviour beyond the School Gates

The aim of our Behaviour Policy is to instil lessons for life and promote the highest expectations of behaviour at all times as such there are times when school will intervene in events that take place beyond the school gates. Disciplining beyond the school gate covers all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school will respond to these incidents if a child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school
- posing a problem that could have repercussions for the orderly running of the school
- posing a threat to another pupil or member of the public
- causing issues which could adversely affect the reputation of the school.

In all of these circumstances the Headteacher will use the school's Behaviour Policy and also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. Governors and other stakeholders The Headteacher or Deputy Headteacher will ensure that each incident is reviewed and will instigate further action as required.

The link governor for Behaviour is Mrs N Cooke.

Parents/Carers

When there is concern about a child, parents/carers will be invited to contribute to a risk assessment and Positive Handling plan. Written parental/carer agreement will form part of this. Parents/Carers will be informed of the school's policies and informed following serious incidents.

References

Dix, P. (2017) - When The Adults Change Everything Changes, After the Adult Changes, Achievable Behaviour Nirvana (2021), Tom Bennett – Creating a Culture – Independent review of behaviour in schools, EEF in the Improving behaviour in Schools Guidance (2019)

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to

create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive academy atmosphere through our teaching and learning, pastoral support and care for both pupils and academy personnel, training for academy personnel and with working with parents / carers. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the academy and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements. If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs. We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Complaints

All complaints should be raised with the academy in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this framework document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Control of Documents- Records/Policies

Document Name	Staff Member
Behaviour Policy	Gemma Richardson

Description	Name / Title	Signature	Date
Prepared by	Person who updated policy	<i>G Richardson</i>	16.05.2025
1 st - Approved by	Person who approved policy		
2 nd - Approved by (If more than 1 approver)	Second person who approved policy		