



# Primary Behaviour Policy and Statement of Behaviour Principles

## February 2024

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Policy Owner	Principals and Behaviour Leads
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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, reflecting the high expectations and values of our Academy.
- Ensure that all learners can learn and succeed in a calm, safe and supportive environment.
- Provide a consistent approach to behaviour management, rewards and consequences.
- Define what we consider to be unacceptable behaviour.

## 2. Policies

This policy should be read in conjunction with the following policies and guidance:

- Safeguarding and Child Protection Policy.
- Anti-Child on Child Abuse (and Bullying) Policy.
- Data Protection Policy.
- Online Safety Policy.
- Equality Information and Objectives.
- No Platform Policy.
- SEND Policy.
- Staff Code of Conduct.

## 3. Behaviour Expectations

Erdington Hall Primary has clear expectations of excellent behaviour. This includes rewarding learners for their behaviour and achievement and following clear procedures for managing incidents of unacceptable behaviour when they arise. Our academy is values-driven with an emphasis on learners mastering the knowledge and skills to be academically and socially successful. To ensure success, our learners are taught to be self-disciplined and to make the right choices.

Our expected standards of behaviour are clearly communicated to learners, staff members, parents and carers.

## 4. Roles and Responsibilities

### 4.1 The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of this policy and holding the Principal to account for its implementation.

### 4.2 Leaders

The Principal is responsible for:

- Ensuring learners and staff members feel safe.
- Ensuring that the academy environment encourages positive behaviour and staff have high expectations of learner behaviour.
- Ensuring that all staff members understand the behavioural expectations and the importance of maintaining them.
- Reviewing this behaviour policy and sharing it annually with parents and carers via the academy website.

### 4.3 The Behaviour Lead

The Behaviour Lead, in partnership with the Inclusion Team, is responsible for:

- Ensuring the policy is applied consistently, through the monitoring of rewards and consequences.
- Using the analysis of behaviour incidents to adapt the academy's provision.
- Arranging appropriate training for staff members and keeping a record of this training.
- Providing new staff members with a clear induction into the academy's expectations of behaviour and ensuring new staff understand rules and routines, and how best to support all learners.

- Supporting staff members with the management of behaviour and the recording of incidents and actions taken.

#### 4.4 Teachers and support staff

Teachers and support staff are responsible for:

- Following all academy policies.
- Setting the tone and ethos for positive behaviour within the academy.
- Establishing clear and consistent routines.
- Using positive strategies including the use of rewards and praise.
- Building positive relationships and creating and maintaining a calm and safe environment for learners.
- Modelling appropriate behaviour and positive and professional relationships.
- Understanding and meeting the academic, behavioural and emotional needs of all learners.
- Managing low-level disruption, quickly and effectively.
- Recording behaviour incidents promptly on Arbor.
- Teaching learners how to behave safely and responsibly online.
- Ensure strategies outlined in individual behaviour plans / risk assessments are implemented effectively.
- Building positive relationships and communicating effectively with parents and carers.

#### 4.5 Parents and carers

Parents and carers are responsible for:

- Working in partnership with the academy.
- Supporting their child in adhering to the academy's behaviour policy.
- Informing the academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher directly and promptly.
- Supporting any pastoral work following incidents of misbehaviour.
- Raising any concerns about the management of behaviour with the academy directly.

#### 4.6 Learners

Erdington Hall Primary learners will:

- Demonstrate respect, good manners and consideration for others.
- Greet each other, adults, and visitors courteously, including holding open doors and allowing them to pass through doorways first.
- Always look smart, in perfect uniform.
- Demonstrate self-awareness through appropriate posture, tone of voice, and language.
- Have high expectations of their own and others' behaviour.
- Develop excellent learning habits and social communication skills that they need to be successful.
- Develop independence, be resilient, have high self-esteem and accept responsibility for their own actions.
- Have a no tolerance approach to bullying and work with adults to create a positive and safe learning environment.

## 5. Safeguarding

Erdington Hall Primary recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learners' misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 6. Rewards

When a learner meets or goes above and beyond the standards of expected behaviour, staff members will recognise it with positive recognition and reward. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Positive behaviour rewards may include:

- Verbal praise.
- Class Dojo points.
- Verbal feedback.
- Written feedback.
- Stickers.
- Certificates, including Star of the Day and Star of the Week.
- Book tokens for the book vending machines.
- Communicating praise to parent / carers via a phone call or written message.
- Positions of responsibility, such as a Head Boy / Head Girl, Subject Ambassadors and Playground Buddy.

## 7. Behaviour Stages and Consequences

Erdington Hall Primary has a staged approach to categorise and appropriately respond to incidents of poor behaviour. This will involve the use of reasonable and proportionate consequences and be applied consistently and fairly, so that learners recognise that misbehaviour will always be addressed.

Within this approach, staff members will consider where further strategies and support can be used to rectify or prevent incidents occurring e.g. de-escalation techniques.

The following table contains some examples of behaviours in each stage and examples of consequences / support. This list is not exhaustive.

Stage 1	
Incident	<p><u>Isolated incidents</u>            Low level behaviours which hinder learning of self and others            Repeatedly talking            Inappropriate language            Being unkind to others            Inappropriate behaviour and volume, in and around the academy            Not following academy expectations of conduct</p>
Consequence / support	<p>Consequences:</p> <ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Reflection time</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• De-escalation strategies</li> <li>• Positive verbal reminder (praise)</li> <li>• Visual prompts</li> <li>• Change of seating arrangement</li> </ul>
Adults involved	<p>Class teachers            Teaching Assistant / Lunch time supervisor            Parent / Carer if appropriate</p>

Stage 2	
Incident	<p>Disrespecting and/ or persistent behaviours e.g. spitting, rolling eyes, answering back            Defiance / non-compliance            Pushing / poking            Misuse of media            Leaving the classroom without permission            Mobile phone and smartwatch on academy site (not handed in)            Low-level conflict e.g. football game fall out, imaginative play fall-out</p>
Consequence / support	<p>Consequences:</p> <ul style="list-style-type: none"> <li>• Reflection time</li> <li>• Lost learning time made up during break / lunch</li> <li>• Conversation with parent / carer</li> <li>• Letter of apology / verbal apology</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• De-escalation strategies</li> <li>• Restorative conversation/meeting</li> <li>• Positive verbal reminder</li> <li>• Visual prompts</li> <li>• Supervised and agreed brief learning-breaks during a session</li> <li>• Pastoral team support</li> <li>• Playground buddy / play leader support</li> </ul>
Adults involved	<p>Class Teacher            Teaching Assistant / Lunch time supervisor            A member of the Pastoral Team            Parent / Carer</p>

Stage 3	
Incident	<p>Repeated defiance and non-compliance            Running around site / attempting to leave premises            Putting self or others at risk, in the academy / during off-site activities            Using items to threaten others            Fighting / physical altercation with peers            Offensive / prejudiced language used to hurt or provoke a reaction aimed at a peer or an adult            Damaging property of others without intent to hurt or harm (reactive)            Theft / stolen goods            Physical aggression aimed towards others</p>
Consequence / support	<p>Consequences:</p> <ul style="list-style-type: none"> <li>• Learning time lost made up during break / lunch time</li> <li>• Conversation with parent / carer</li> <li>• Loss of privileges</li> <li>• Letter of apology / verbal apology</li> <li>• Behaviour Report</li> <li>• Internal suspension</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• De-escalation strategies</li> <li>• Positive verbal reminder</li> <li>• Visual prompts</li> <li>• Supervised and agreed brief learning-breaks during a session</li> <li>• Mentoring / Nurture group support e.g. Lego therapy, social skills.</li> <li>• Behaviour Risk Assessment</li> <li>• External support e.g. Counselling Services, Educational Psychologist, Paediatrician, Behaviour Support Services)</li> </ul>

Adults involved	Member of the Senior Leadership Team Member of the Pastoral Team SENDCo Parent / Carer Outside agency
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Stage 4	
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Incident	Possession of a prohibited item or dangerous equipment Assault / dangerous behaviour potentially resulting in medical attention Radicalised behaviour exposure and comments Sexual harassment / inappropriate comments Bullying against a protected characteristic, e.g. racial, LGBTQ+, ablest Highly destructive behaviour, damaging property - putting others at risk Verbal abuse or threatening behaviour against a peer or adult
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Consequence / support	<p>Consequences:</p> <ul style="list-style-type: none"> <li>• Reflection time</li> <li>• Loss of privileges</li> <li>• Conversation with parent / carer</li> <li>• Learning time lost made up during break / lunch time</li> <li>• Letter of apology / verbal apology</li> <li>• Behaviour Report</li> <li>• Internal suspension</li> <li>• Suspension</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• De-escalation strategies</li> <li>• Positive verbal reminder</li> <li>• Visual prompts</li> <li>• Restorative conversation/meeting</li> <li>• Supervised and agreed brief learning-breaks during a session</li> <li>• Mentoring / Nurture group support e.g. Lego therapy, social skills.</li> <li>• Behaviour Risk Assessment</li> <li>• External support e.g. Counselling services, Educational Psychologist, Paediatrician, Behaviour Support Services)</li> <li>• Educating learner about diversity, equity and inclusion.</li> </ul>
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Adults involved	Member of the Senior Leadership Team SENDCo / Inclusion lead / Behaviour Lead Parents / Carers Director of Inclusion Primary Education Director Outside agency
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Stage 5	
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Incident	Serious or persistent breach of the academy behaviour policy Prohibited Items (weapons, drugs) with intent to harm Serious physical assault against a peer or adult (results in hospitalisation) Prevent / Channel referral / involvement due radicalised behaviour Criminal activity Inappropriate sexualised behaviours, online and in person
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Consequence / support	<p>Consequences:</p> <ul style="list-style-type: none"> <li>• Behaviour Report</li> <li>• Conversation with parent / carer</li> <li>• Suspension</li> <li>• Exclusion</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Reintegration meeting</li> </ul>
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	<ul style="list-style-type: none"> <li>• External support e.g. Counselling services, Educational Psychologist, Paediatrician, Behaviour Support Services)</li> <li>• Mentoring / Nurture group support</li> <li>• Behaviour Risk Assessment</li> <li>• Managed Move</li> </ul>
Adults involved	Principal Primary Education Director Director of Inclusion Parents / Carers Outside Agencies Local Authority Representative Governors Police Children / Social Services

## 8. Responding to behaviour

### 8.1 Reasonable force

Reasonable force covers a range of positive handling interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances. To prevent a learner from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to the Principal and parents/carers as soon as possible, and before the end of the academy day
- Consider the specific vulnerabilities of the learner e.g. SEND, medical needs etc.

### 8.2. Confiscation, searches, screening

This will be conducted in line with the DfE's Searching, Screening and Confiscation Advice for Schools policy. The link can be found here: [DfE Searching, Screening and Confiscation Advice for Schools](#)  
Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful.

## 9. Off-site misbehaviour

Consequences may be applied where a learner has misbehaved off-site when representing the academy. This includes:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform or an item that identifies a learner to our academy.

Consequences may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another learner



- Could adversely affect the reputation of the academy.

Consequences will only be given out on academy premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on academy-organised trip).

## 10. Online misbehaviour

Smart watches / Camera devices

- Learners are not permitted to bring devices into academy that enable photography, connect to the internet, make phone calls, or send messages.

Mobile phones

- If a learner needs to bring a mobile phone to school, they are to take it to the main office at the start of the day, where it will be kept securely locked away until it is collected at the end of the academy day. The academy does not accept loss or damage to mobile phones when on the academy site.

The academy can issue behaviour consequences to learners for online misbehaviour when:

- It poses a threat or causes harm to another learner.
- It could have repercussions for the orderly running of the academy.
- It adversely affects the reputation of the academy or members of staff.
- The learner is identifiable as a member of the academy.

## 11. Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 12. Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This is in line with the academy's Anti Child on Child Abuse (and Bullying) Policy.

## 13. Malicious allegations

Where a learner makes an allegation against a peer or member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to issue a consequence in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to the following policies for further information:

- Safeguarding and Child Protection Policy.
- Anti Child on Child Abuse (and Bullying) Policy.

## 14. Suspension and exclusions

The academy can use suspensions and exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-academy consequences and interventions.

The decision to suspend or exclude will be made by the Principal, in consultation with the Education Director and/or the Director of Inclusion, and only used as a last resort.

## 15. Supporting learners following a suspension

To support learners following a suspension, reintegration meetings will take place between the academy, learners, parents and, if relevant, other agencies. The academy will consider what support is needed to help the learner return to mainstream education and meet the expected standards of behaviour.

## 16. Learners with SEND

The academy recognises that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider the incident in the context of the learners' need. We recognise that not every incident of misbehaviour will be connected to an individual's need.

Every decision will be made on a case-by-case basis. The academy will balance its legal duties when making decisions about enforcing the behaviour policy.

The academy will assess if it is appropriate to use a consequence with learners with SEND and if so, whether any reasonable adjustments need to be made to the consequence.

The academy's Special Educational Needs Co-ordinator (SENCO) may observe a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met and how best to support them.

If the academy has a concern about the behaviour of a learner with an Educational Health Care Plan (EHCP), it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHCP.

## 17. Learner transition

The academy will support incoming learners to understand behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

To ensure a smooth transition to the next year, learners have with the opportunity to meet with their new teacher(s). In addition to this, teachers will meet to share information about the individual learners in their class.

To ensure behaviour is continually monitored and the right support is in place, information related to a learner's behaviour needs may be transferred to relevant staff at the start of the term or year.

## 18. Training

As part of their induction process and ongoing training, our staff members are provided with training on managing and supporting behaviour, including:

- Behaviour and classroom management strategies.
- De-escalation strategies.
- Understanding the diverse needs of learners.
- Supporting learners with SEND.



## Appendix 1.

### Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This policy is informed by:

- the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## Appendix 2. Definitions:

### *Bullying – Also refer to the 'Anti-Child-on-Child Abuse (Bullying) Policy'*

For the purpose of this policy, bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and includes child on child abuse.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another learner because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)
- Deliberate Isolation
- Microaggressions
- Disguised compliance

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and Bi-Phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's actual or perceived transgender status. Gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

SEND/Ablest Bullying: Bullying behaviour based on another person's special educational needs or disability.