



Aldermoor Farm Primary
School

Behaviour Policy

April 2026

Aims of the Policy

- Provide a consistent approach to behaviour management
- Provide a safe environment in which all pupils can learn and reach their full potential
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Children's Responsibilities:

- To be ready, respectful and safe
- To work to the best of their abilities, and allow others to do the same
- To follow the instructions of the school staff
- To take care of property and the environment in and out of school
- To cooperate with other children and adults
- Follow the school values: resilient, aspirational and courageous

Staff Responsibilities:

- Recognise their role in managing behaviour proactively in the classroom
- To be a role model, promoting a positive, consistent culture across school
- To treat all children fairly and with respect
- Establish clear routines and communicate expectations in an appropriate way
- To raise children's self-esteem and develop their full potential
- To provide a challenging, engaging and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rewards and sanctions clearly and consistently
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual, and to be aware of their needs
- To educate children if they fall short of the expectations
- Reflect on significant incidents within their teams to identify preventative actions

Parent/Carer Responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To foster good relationships with the school
- To support the school in the implementation of this policy to promote good behaviour
- To be aware of the school rules and expectations
- Discuss concerns with class teacher promptly
- Understand the full range of support on offer to your child (if applicable)

At Aldermoor Farm Primary School, we expect our children to demonstrate behaviour which comes under **Ready, Respectful, Safe (RRS)**. We ask that the children are **ready** to learn, **ready** to engage and **ready** to respond. We ask our children to **respect** their peers, **respect** their teachers, **respect**

themselves and **respect** the school. We ask that the children behave in a **safe** way following instructions, using equipment appropriately and moving around school safely.

Rewards

Hot Chocolate Friday

Each week, staff nominate a child in their class who they feel consistently behaved above and beyond our RRS expectations. They will be invited to share a hot chocolate with the headteacher and other nominated children.

Assembly

To celebrate and notice behaviour which demonstrates following the RRS rules or follows our values, children can be chosen by adults to receive certificates in Celebration Assembly. Each half-term, a rule or value will be a focus to follow.

On a day on the final week of a half-term of each half term will be a badge assembly. Here, children will be nominated by their class teacher who have shown consistent positive behaviour based on the school value for that half term. Any nominated children will have their parent/carer invited to the school to share in the celebration of their child where they'll receive a badge to permanently display on their uniform and a certificate given to them.

Positive Notes

Positive notes are a way of sharing with parents/carers great things that the children have achieved that day. Adults award at least one positive note each day to a child in the class.

Positive Calls

Positive phone calls are a way to communicate great things that a child has achieved that week in school. Teachers make at least one positive phone call to a chosen child's parent/carer weekly.

Stickers

All staff reward stickers to children following Ready, Respectful and Safe.

Our Approach

At Aldermoor Farm Primary School we follow a card system to support children to follow our Ready, Respectful and Safe expectations. The golden thread throughout this system is to **educate** on the correct behaviour, develop positive **relationships** and apply the behaviour policy with **consistency** so that the approach is predictable.

Subtle intervention	<p>All adults may use a number of approaches that do not disrupt the flow of learning in order for children to remain on task.</p> <ul style="list-style-type: none"> • Eye contact • Gestures/Makaton • Facial expressions • Scanning the room (be seen looking) • Pointing to rules • Proximity • Non-verbal removal of distracting items • Private conversation • Narrate the positives • Saying name within a sentence • Giving choice
Issue verbal warning	<p>Verbal warning shared with the child indicating behaviour that needs to improve. Always refer to Ready, Respectful and Safe. Celebrate and articulate improvement in behaviour.</p>
Stop and think	<p>Share stop and think card and articulate behaviour that needs to improve. Celebrate and remove card.</p>
Yellow card	<p>Issue a yellow card and send for a 5-minute time out with Year Leader. Remind the child which rule has not been followed. This is an opportunity for silent reflection and regulation. Meet and greet on return to class and support to settle and complete task.</p> <p>During social times: 5 minutes time out on a designated time out spot to reflect on their behaviour. Child reminded which rule has not been followed.</p>
Issue verbal warning	<p>Verbal warning shared with the child indicating behaviour that needs to improve. Always refer to Ready, Respectful and Safe. Celebrate and articulate improvement in behaviour.</p>
Stop and think	<p>Share stop and think card and articulate behaviour that needs to improve. Celebrate and remove card.</p>

Red card	<p>Appropriate staff member to remove child from class for no longer than 30 minutes to reset expectations. Removal from the classroom is a serious sanction.</p> <p>For reintegration back to the classroom, the teacher will have a restorative conversation with the child.</p> <p>If outside: use a walkie talkie to get attention.</p> <p>Class teacher communicates with parents/carers.</p>
<p>Immediate red card behaviours.</p> <p>These are behaviours that do not follow the flow chart as above.</p>	<p>Certain behaviours can trigger a red card being issued immediately.</p> <ul style="list-style-type: none"> • Hitting of other children with malicious intent. • Intentional racism, bullying, homophobic language or disablist language • ■ Physically aggressive behaviour
Headteacher's Report	Where a child has a persistent record of red cards (more than 2 reds in more than 2 consecutive weeks), the child will be placed on Headteacher's report.
Classroom relocation	If a child gets 3 red cards in a day or demonstrates significant poor behaviour, the child will be placed in another classroom. This means they will not learn in their usual class with their peers nor will they enjoy their usual break and/or lunchtimes. This will always be in a supervised setting and parents/carers will be informed.

Escalated approach to red cards

What	<u>1. Two red cards in a half term.docx</u>	<u>2. 2+ reds in a week.docx</u>	<u>3. 2+ reds in a week occurring twice.docx</u> (Consecutive weeks)	<u>Continuing red cards</u>	<u>5. One-off significant Behaviour.docx</u> (no suspension)	3+ reds in one day
Who	Class teacher	Class teacher, year lead	Class teacher, year lead and SLT member	Headteacher and other SLT member	Class teacher, year lead, SLT member	SLT writes letter
How	Phone call	Formal meeting	Formal meeting	Formal meeting	Formal meeting Classroom move: Meeting at the office. First: half day classroom move Second: full day classroom move	Classroom move Meeting at the office. First: half day seclusion Second: full day seclusion

Classroom relocations

Classroom relocation is a serious sanction in response to repeated or significant poor behaviour. If a child is issued with three red cards in one day, or they demonstrate significant poor behaviour, they will work as part of a half-day or full day classroom relocation. This is a supervised removal from their usual classroom to another classroom for the remainder of the session/day. They will not work with their peers nor will they engage with usual break/lunch activities.

If the behaviour occurs in the morning, this relocation will commence that afternoon. Repeated poor behaviour will result in full day classroom relocations. A letter, written by SLT, will be shared with parents/carers to explain the reasons for the relocation.

If a child persistently receives red cards, they will be placed on Headteacher's Report. This report is reviewed, and a decision will be made to remove the report if behaviour has improved. Parents/carers will always be notified of any decision.

Other acceptable sanctions

Children who do not follow the expectations may be receive a consequence.

Class teachers may decide to	Senior leaders and the Headteacher may decide to
Reduce outdoor break time to complete work or to have a restorative conversation.	Remove privileges or responsibility (e.g. librarian, school council). Remove places in after-school and lunch-time clubs. Suspend or permanently exclude (in serious situations – see below)

Suspensions and Permanent Exclusions

The Headteacher has the authority to suspend a child in accordance with the Education Act 2006. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm and supportive environments. The government supports headteachers in using suspension and permanent exclusion as a serious sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A child may be suspended for one or more fixed term periods, up to a total of 45 days in any one school year. If the suspension is longer than 5 days the school has a duty to arrange suitable full time educational provision from and including 6th consecutive day of the suspension, this can be at a

shared provision or 'off site' venue. Where a Child Looked After is suspended, provision should be in place from the 1st day of exclusion.

Following the period of suspension, a reintegration meeting will take place on their return led by a member of the Senior Leadership Team. The school SENCo and Pastoral Manager may also be in attendance. It is important that the person with parental responsibility and the child themselves attend the meeting.

The purpose of this is to remind them of the school's expectations and that they must demonstrate that they are making every effort to improve their attitude and conduct. The reintegration strategy will offer the pupil a fresh start; help them understand the impact of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and build engagement with learning. In extreme cases, a child may be permanently excluded from school in accordance with the Department for Education (DfE) and the Local Authority (LA).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as

- On a school trip or school-related activity
- Travelling to or from school when wearing school uniform,
- When in some way identifiable as a pupil of the school
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that poses a threat to another pupil
- Behaviour that could adversely affect the reputation of the school.

Restrictive interventions

In some circumstances, staff may be required to use reasonable force or restrictive interventions to prevent or stop a pupil from

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

All members of school staff have a legal power to use reasonable force in these circumstances. However, staff will always seek to use de-escalation strategies to minimise the need to use restrictive interventions. For example,

- Allowing for cognitive processing time
- Using the same, rehearsed language to support consistency
- Change of adult
- Calm, soothing tones of voice
- Consideration of adult's body in space (e.g. getting down to the child's level)
- Offering choice

Aldermoor Farm follows the DfE guidance around this:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Seclusion

This is an intervention involving keeping a child confined to a place away from others and preventing them from leaving.

This is not used as a sanction. This will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional, sensory or behavioural dysregulation. At these points, it is likely the child is not acting with intent.

If a child has been moved to seclusion, they will be supervised and supported to calm.

After the emotions have passed, staff will have a conversation with the child to identify triggers and how to support them, so the risk of seclusion in future is minimised.

Reporting and recording physical interventions

Any member of staff who has used reasonable force or a restrictive intervention are required to record the incident on the day it has happened and to inform parents/carers.

Searching & Screening

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Training

Our staff are provided with an induction to our behaviour policy and also forms part of continuing professional development. Pupils are introduced to the school behaviour systems in assemblies and this is revisited throughout the year.

Monitoring arrangements

This behaviour policy will be reviewed by leaders and School Governing Body every year. Surveys will be conducted to assess perceptions and experiences of the school behaviour culture.

Senior leaders monitor behaviour trends so that support can be in place at the earliest opportunity.

Links with other policies

This behaviour policy is linked to the following policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy (including child-on-child abuse)
- Online safety policy
- Mobile phone policy
- Early Years handbook

Adaptations for learners with complex needs

All staff have a responsibility to use the bespoke plans for the child(ren) they are working with.

Approach to behaviour management with learners with SEND

We aim to reduce the barriers to learning that result from behaviours related to SEND, by:

- Identifying and reducing events that may trigger certain behaviours.
- Limiting the frequency of challenging behaviours using individual plans that aim to identify calming measures.
- Directing pupils to focus their attention on learning activities. This will all be achieved by use of behaviour plans where necessary.

The incidence and severity of challenging behaviour will be reduced proactively by: •

- Use of deterrents (e.g. loss of motivator/responsibility)
- Use of scripting
- Coaching and discussions of behaviour
- Individualised plans (Communication Plans)
- Use of Zones of Regulation
- Teaching self-regulation explicitly
- Training staff to use positive behaviour management strategies (including identification and de-escalation techniques)
- Having consistent routines which are communicated in a range of ways.
- Using different forms of communication, so that pupils can express their needs.
- Reducing the level of stimulation in the environment.
- Use of Calm and Sensory rooms and other therapeutic practices
- Ensuring new and temporary staff are briefed about behaviour for individuals.

Any reaction to challenging behaviour will focus on ensuring safety of everyone (the individual, other learners and adults).

Appendix

Physical Intervention form

Date and Time of incident:	
Location of incident:	
Intervention/s and duration:	

<p>Rationale for intervention (brief account and highlight which one/s listed)</p>	<ul style="list-style-type: none">* Causing disorder amongst pupils at school* Potential to cause injuries to others or themselves* Damaging property* Committing a criminal offence
<p>Any physical injuries sustained:</p>	