Aldermoor Farm Primary School

Behaviour Policy

September 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 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.

Behaviour principles

There are three broad principles that all adults working at Aldermoor Farm are expected to follow to promote all children following RRS – these are the golden thread that runs throughout all behaviour management.

Education

Teach it. Model it. Practise it.

Behaviour is learned. Explicitly teach, model, practise and reinforce the behaviours we expect. When behaviour falls short, correct clearly and calmly. Reteach where necessary.

Relationships

Know them. Notice them. Believe in them.

Children are more likely to succeed when they feel known, valued and that they belong. Build relationships through small, frequent positive interactions, while maintaining high expectations.

Consistency

Make things predictable.

Establish clear routines and follow them consistently. Use the agreed response to behaviour and follow through on what you say. Children should know what adults will do next.

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.

The final week 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 jumper 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. These are then recorded on CPOMs. These notes will specify the positive behaviour.

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. These are then recorded on CPOMs.

Stickers

All staff reward stickers to children for positive behaviour.

Our approach

At Aldermoor Farm Primary School we follow a card system to support children to follow our Ready, Respectful and Safe expectations.

Most subtle intervention This is not sequential	All adults may use a number of approaches that do not disrupt the flow of learning to ensure children to remain on task. • 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	**Verbal warning** shared with the child indicating behaviour that needs to improve. Always refer to Ready, Respectful and Safe. **Catch child improving**, celebrate and articulate improvement in behaviour.
Stop and think	Share **stop and think card** and again articulate behaviour that needs to improve. Always refer to Ready, Respectful and Safe. **Catch child improving**, celebrate and remove card.
Yellow card	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. **Remove cards**. During social times: 5 minutes time out on a designated time out spot to reflect on their behaviour. Educate the child of which rule has not been followed. Class teacher informed.
Issue verbal warning	**Verbal warning** shared with the child indicating behaviour that needs to improve. Always refer to Ready, Respectful and Safe. **Catch child improving**, celebrate and articulate improvement in behaviour.

Stop and think	Share **stop and think card** and again articulate behaviour that needs to improve. Always refer to Ready, Respectful and Safe. **Catch child improving**, celebrate and remove card.
Red card	Issue with a **red card**, phone office for a member of appropriate staff to remove child from class for no longer than 30 minutes to reset expectations, allow emotions to settle and to ensure other learners can complete their tasks. Removal from the classroom is a serious sanction. The child will complete lesson work in a supervised setting. For reintegration back to the classroom, the teacher will have a restorative conversation with the child with the aid of other staff members. If outside: use a radio to get attention.
Immediate red card behaviours. These are behaviours that do not follow the flow chart as above.	Certain behaviours can trigger a red card being issued immediately. This will require adults investigating to establish context. For example - • physical aggression/assault; • racist, homophobic, biphobic, transphobic, sexist, sexual, disablist or other prejudicial/derogatory language or behaviour.

Escalated approach to red cards

What	Two red cards in a half term	2+ reds in a week	2+ reds in a week occurring twice (Consecutive weeks)	Continuing red cards	5. One-off significant Behaviour (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 classroom relocation Second: full day relocation
Action	Log on CPOMS	Log on CPOMs	Log on CPOMs	HT report Log on CPOMs Consideration of classroom	Log on CPOMs Inform of potential suspension if behaviour persists.	Letter on CPOMs Work ready for next day/same-day afternoon

				relocation based on the circumstances around the behaviours		

Support
We want to ensure that every child is given the opportunity to thrive, which is why we have bespoke support pathways available to children should they need support in following the expectations. These include

- bespoke behaviour plans
- SENCO/Behaviour Lead/Learning Mentor involvement
- Identification of triggers
- communication plans
- scripting
- co-regulation
- Zones of Regulation curriculum
- sensory adjustments
- Headteacher report
- parental involvement

Headteacher's report
The implementation of a report will follow the graduated approach (assess, plan, do and review) and aims to remind children of the high expectations we have of them. On the report, the class teacher will identify an achievable target, score the child during a lesson how close they were to achieving that target and share that at the end of the day with parents/carers. A member of the leadership team will sign the report card at the end of each day and share in successes or provide support on how tomorrow can be improved.

They are reviewed once per fortnight and parents/carers informed of the outcome.

Behaviour plan
This will follow the graduated approach (assess, plan, do, review). A behaviour plan will be created for a child who struggles to follow the usual expectations required. This is not a sanction. It is to ensure all adults can identify the support needed, implement that support and review the impact of that. It also ensures that all adults supporting that child has consistent language and approaches with a shared understanding of triggers and warning signs.

It will be reviewed at least once per half-term, following any significant incident and sooner where evidence suggests that the agreed strategies are not having the intended impact.

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 (e.g. racism, assault of pupils/staff, threatening 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. Break and lunchtime arrangements may differ during a classroom relocation and will be supervised appropriately.

If the behaviour occurs in the morning, this relocation will commence that afternoon. Repeated red cards 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 and then added to CPOMs.

Restorative conversations

Restorative conversations take place when the child is sufficiently calm and regulated to reflect meaningfully on the incident. Where significant behaviour has happened, the staff member or child it was against will have a restorative conversation. Keep the restorative conversation short, predictable and focused on understanding, impact, repair and future behaviour

Useful questions to ask the child are:

1. What happened?
2. What were you feeling or needing at the time?
3. Who was affected, and how?
4. What needs to happen to repair things?
5. What will Ready, Respectful or Safe look like if this happens again?

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 a non-disciplinary intervention involving keeping a child confined to a place away from others and preventing them from leaving.

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 regulate. This will include using

- Calm tones of voice
- Cognitive processing time
- Naming emotions
- Using the PACE approach (Playfulness, Acceptance, Curiosity, Empathise)
- Non-verbal cues to show readiness (e.g. sit on the cushion when you are feeling calmer)

After the dysregulation has passed, staff will have a restorative conversation with the child.

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. A template has been made available to ensure all the relevant information has been captured. This will be uploaded to CPOMs.

The incident is recorded and parents/carers will be informed. The following actions should always be taken after physical intervention.

Procedure following the use of Restrictive Intervention



Searching & Screening

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

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Mobile phones

Children are not permitted to have phones during the school day. Adults are expected to model this behaviour also using mobile phones or other smart devices in adult spaces only (e.g. staffroom).

Children in Year 5 and 6 who walk to school without an adult are permitted to bring one into school (for safety) but are required to hand them to their class teacher to be locked away upon their arrival to school.

Children from Nursery to Year 4 are not permitted to have a mobile phone.

If a mobile phone is required for medical reasons, this will have been approved by a member of SLT.

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 explicitly taught and rehearse the behaviour curriculum throughout the year.

Monitoring arrangements

Senior leaders will analyse behaviour information at least half-termly to identify patterns, evaluate the effectiveness of the behaviour system and identify where additional support is required. This will include consideration of

- behaviour incidents and repeated incidents
- use of yellow and red cards
- classroom removals/relocations
- suspensions and permanent exclusions
- restrictive interventions and seclusion
- patterns by time, location and type of behaviour
- patterns for individuals and groups, including pupils with SEND and disadvantaged pupils
- the impact of behaviour plans, targeted interventions and report cards
- pupil, staff and parent perceptions of behaviour and safety

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

Suspensions and Permanent Exclusions

This section is based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register

Off-site direction – when a governing board of a maintained school, academy or PRU requires a pupil to attend another education setting temporarily, to improve their behaviour.

Only the Headteacher may suspend or permanently exclude a pupil on disciplinary grounds. Decisions will be made in accordance with current Department for Education statutory guidance and relevant legislation. 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. In extreme cases, a child may be permanently excluded from school (see below).

A child may be suspended for one or more fixed term periods, up to a total of 45 days in any one school year. Where a child is suspended, the school will provide achievable and accessible work that is set and marked for them. This may involve online learning platforms. 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.

A decision to permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others such as staff or pupils in the school

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence
- Allow the pupil to give their version of events considering these in light of their age and understanding, unless it would not be appropriate to do so
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC) or a previously looked-after child)
- Consider whether all alternative solutions have been explored, such as:
    - Other sanctions provided for in the behaviour policy

- Off-site direction (for temporary placements)
- Other interventions available in school

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing board without delay
- Provide work for the pupil to complete at home or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so

Informing Parents/Carers

If the headteacher decides to suspend or permanently exclude a pupil, the parents/carers will be informed, by telephone of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carerswill also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the governing board
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.

With a looked-after child, the Virtual School Head and their social worker will be informed without delay of any suspension or permanent exclusion. For a child with a social worker, they will be informed of a suspension or permanent exclusion.

Reintegration meeting

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.

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

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 scripting
- Use of clear, predictable and proportionate consequences alongside explicit teaching and support
- 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

Form 1 - Physical Intervention

Staff involved:	
Relevant needs: Please highlight	**SEN Support (K)** **EHCP (E)**

Overview of Incident

Date and Time of incident:	
Location of incident:	
Possible Triggers:	
De-escalation used before physical intervention:	-
Intervention/s and duration:	
Rationale for intervention (brief account and highlight which one/s listed)	*** Causing disorder amongst pupils at school** *** Potential to cause injuries to others or themselves** *** Damaging property** *** Committing a criminal offence**
Any physical injuries sustained:	

Post-incident

Medical attention given:	

Form 2 - Physical Intervention

Date and Time of incident:	
Location of incident:	
Intervention/s and duration:	
Rationale for intervention (brief account and highlight which one/s listed)	*** Causing disorder amongst pupils at school** *** Potential to cause injuries to others or themselves** *** Damaging property** *** Committing a criminal offence**
Any physical injuries sustained:	