



AHMAT Behaviour Policy

September 2025

Equality

Ashley Hill Multi Academy Trust (AHMAT) is an inclusive Trust where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

This means that schools cannot discriminate against pupils or their families, or treat them less favourably, because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, age, or marriage/civil partnership.

Vision and Beliefs

In the AHMAT we have high standards and expectations of behaviour because we know that this is crucial for children to be able to flourish.

How our Vision Inspires this Policy: Our vision is that children, through our nurturing support and positive behaviour management strategies, are empowered to take control of their own learning and behaviour to persevere through faith in their potential, to have hope to aspire to change themselves and the world for the better through their behaviours and love through unselfish love for one another, reflecting God's love for us.

The aim of our behaviour policy is to provide a safe, nurturing environment based on our school vision,

Encourage one another and build each other up

1 Thessalonians 5:11

and the Christian values of friendship (Faith), Perseverance (Faith), Forgiveness (Love), Compassion (Love), Courage (Hope) and Creativity (Hope) to help children grow into confident, considerate successful learners. We want them to listen to others and be listened to, to be supported by their peers and staff and for them to learn to support others, to be able to deal with conflict in a reasonable and non-aggressive manner, to be positive members of the community outside school and beyond primary school and treat themselves and others with dignity and respect.

Children are taught the importance of forgiveness and reconciliation through Biblical stories in RE and Collective worship. We teach children how to apply these stories to our everyday life.

A Restorative approach is used in all of our conflict resolution and works alongside the Relationship Education teaching to promote appropriate behaviour, recognising the rights and responsibilities of the whole school community.

To prevent problems from arising we encourage positive relationships within the community by fostering personal responsibility, each child is helped to feel a sense of belonging to the larger school community. We teach them to care for each other as well as their school environment so that it is a pleasant, safe, worthwhile and happy place to learn and grow.

We see the children's education as a partnership between home and school and we, therefore, present this policy as a balance of rights and responsibilities for children, parents and staff.

Good behaviour is essential if children are to feel safe and happy in order to be able to grow, learn and achieve. At AHMAT we aim for children to develop responsible attitudes, self-discipline and make good choices. We expect children to behave well in every aspect of school life, and for all adults working with them in the school and in the wider community.

This policy explains what we expect from children, the ways in which we work to achieve this and liaison needed between home and school so that children can succeed. Working together, we can achieve the highest standards of behaviour, and so provide the foundations for the highest standards of achievement. Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day to day school work and in the wider life of the school and community.

For the Trust policy to be effective, parents/carers need to co-operate with the school in matters of vision, discipline and reinforce the schools efforts at home. Parents will be made aware of staff expectations of all children and the procedures used by the staff when dealing with challenging behaviour. Staff encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support. Any individual behaviour plans will be drawn up in partnership with parents/carers and children. Staff share behaviour strategies with parents for use in the home if requested. Parents/carers must feel able to talk to staff about their child's behaviour whether at school or at home. Staff recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

The Staff at AHMAT recognise the value of positive reinforcement strategies, restorative approach and reward based systems and encourage parents to use these strategies at home and have read the Church of England Vision and Valuing All God's Children documents.

Effective behaviour management is the responsibility of the whole school and can only have maximum impact when staff work as a team to support each other and practice an agreed, consistent approach. All staff are expected to be proactive when dealing with behaviour, and that minor behaviours are dealt with swiftly and calmly. Staff are expected to deal with inappropriate behaviour of ALL pupils, not just those in their own class. Know your children as individuals, get to know what strategies they best respond to. We believe that each child should be responsible for their own behaviour. We refrain from giving group rewards or sanctions. We ensure that there is a positive atmosphere in and around the school, through the use of verbal and written praise, stickers, sharing work with staff and other classes and ensuring we communicate with a smile. Consistent systems of rewards and sanctions throughout the school enable children to understand and accept the high expectations we have of their behaviour.

At AHMAT we believe that all behaviours are an outward expression of emotions and directly correlate to an individual's ability to manage their feelings and self-regulate. We are committed to working in partnership with parents/carers, other agencies and the wider community towards achieving our vision which is to create:

- A learning community where children have the right to learn and grow intellectually, emotionally and socially in a nurturing environment.
- A school where all children are accepted as individuals and encouraged to achieve their greatest potential.
- This is encapsulated in our Christian vision.

Aims:

- To provide a happy, secure and caring atmosphere where children achieve the highest possible standards.
- To establish a positive environment in which the individual social and emotional needs of every child can be met in a positive and nurturing manner.
- To ensure that every child has the opportunity to experience success in learning and achieve as high a standard as possible.
- To give every child the necessary skills and knowledge to develop as a person and to equip him/her for their role in society.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children 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
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

Our school rules are:

Be Respectful

Be Responsible

Be Safe

To ensure the successful implementation of our behaviour policy.

Roles and Responsibilities

Board of Directors

The Directors will work with the schools' Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Directors will monitor and evaluate the impact of the policy and will hold the CEO and Head of Schools to account for its implementation. Directors will ensure that they and local governors receive relevant training on exclusions, behaviour and discipline at least every two years.

The Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across the schools within the Trust and will report back to the Directors on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

Local Governing Body

Local governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the Head of School on behavioural sanctions and support put in place for pupils at the respective school. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Head of School.

The Head of School 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
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/beads
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours
- Provide staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

All staff must:

- Take time to welcome pupils at the start of the day
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Be Respectful, Be Responsible and Be Safe'
- Ensure children are taught our behaviour policy explicitly
- Model appropriate behaviour at all times
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes 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
- Help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Children must:

- Know the rules
- Follow the school rules
- Accept the consequences of their actions
- Will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

Parents must:

- Know the rules
- Support the child in following the rules
- Support the school in implementing the school rules
- Discuss any concerns with teachers and staff. Let us know if they have a problem.

In addition

Children need teachers to:

- Give them a 'fresh start' every lesson

- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

We identify that for our behaviour policy to have the most impact all adults need to ensure consistency in practice.

We will ensure this through:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' through all levels of the hierarchy. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour around the school**: In classrooms, in common areas, at reception and on the playground.
- Consistent **environment**: Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans
- The best school settings have absolute consistency, so in our school all adults are expected to sign up to our behavioural system and to act with one voice and one message: 'This is how we do it here'.

Rewarding good behaviour

Children who use appropriate behaviours must be encouraged and rewarded.

Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Rewards

These rewards are given to a child or a class when they follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of **praise**, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.

Verbal praise.

- Dojos

- Sharing good work with others- Keystage Leaders, HoS, and parents.
- Star of the Day – logged on Arbor
- Star of the Week – logged on Arbor
- MBC – Model British Citizen – logged on Arbor
- Termly marble reward

To encourage children who are slow to follow directions and rules, staff must be skillful in building a good relationship with the children and must employ a range of strategies in conjunction with effective teaching.

When dealing with instances of poor behaviour the following strategies may be used as guidance:

- Pre-empt poor choices
- Praise of children nearby
- The 'look'
- Stand close and encourage back to work
- Visit the child and ensure that the work/activity is understood and at an appropriate level. If a child is misbehaving in a lesson, always look to your own practice first and the content of the work. *Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage?*

When children continue to ignore directions and/or are disruptive teachers may give a clear rule reminder using the class rules display and give a reminder of the consequence, so the child has a clear choice about following direction.

Sanctions

To prevent the need for sanctions because of poor choices. Adults should implement the following 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

Sanctions should:

- make it clear that unacceptable behaviour affects others and is an offence against the school rules which impacts on our community.
- not apply to a whole group for the activities of individuals.
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure

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.

Sanctions need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgment – we are all human – children like honesty and fairness. Never give a consequence without following it up. **There must be a fresh start every day.**

Sanctions within class/school:

- Reminder
- Warning
- Reflection time with an adult

How to apply our sanctions

1. REMINDER:

A gentle approach, use child's name, child level, eye contact, deliver message

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be (Respectful, Responsible, Safe) 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. Thank you for listening.'

2. WARNING:

A gentle approach, use child's name, child level, eye contact, deliver message

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.

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner's name),

Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. REFLECTION TIME:

A gentle approach, use child's name, child level, eye contact, deliver message

I noticed you chose to (noticed behaviour)

In the classroom

You need to:

1. Go to the quiet area in the classroom
2. Think about what caused your behaviour
3. Consider what you could do differently next time
4. Let your adult know when you are ready to talk and reflect with them

On the Playground:

You need to:

1. Go to the ??? area on the playground
2. Think about what caused your behaviour
3. Consider what you could do differently next time
4. Let your adult know when you are ready to talk and reflect with them

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.'

Reflection talk with adult will follow the following:

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently?

An important note to adults NEVER describe child's behaviour to other adults in front of the child or in the hearing of other children.

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

Language around Behaviour

At AHMAT, 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.

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. Incidents are logged on Arbor.

Recovery, reflection and making amends

It is extremely important to make time for recovery and making amends, no matter how big or small the incident. Before attempting making amends, the child needs to have had time for recovery so that they are regulated, using their thinking brain, listening and communicating.

Reflection is an essential part of the children's social and emotional learning. After an incident a child may not be regulated sufficiently to process information and reflect effectively until the following day. Staff need to be mindful of this, however, it is possible to start the making amends process.

Making amends should reflect the nature of the incident. As far as possible, the consequences should be a natural outcome of the incident, for example:

- Help an adult repair damage
- Undertake an act of kindness for someone they hurt or upset
- Offer an apology, verbally, in a note, card or a drawing.

The child's preferred method should be used. It is important to remember that a few of the children lack the understanding and empathy it requires for an apology to be meaningful. Although we acknowledge that learning to apologise is an important aspect of social learning we emphasises the value of practicing reflection over time.

In cases of repeated/serious damage and injury, this should be referred to the Head of School who will then consider appropriate next steps including parental involvement and additional support.

Graded and gradual responses

In managing children's poor choices, staff should always refer to the school rules. It is important that staff familiarise themselves with these rules which are on display around the school. We have kept to three simple rules to ensure that all stakeholders are able to remember them.

If these strategies are not successful and a situation becomes unsafe, it may be necessary to use a physical intervention. Some staff are trained in positive handling and understand that restraint is a last resort and is only used when it is in the best interest of the child.

Physical intervention is only used when:

- There is significant risk of injury to the child, another child or an adult

- Serious damage to property is being threatened or caused
- Serious disruption is being threatened or caused

Persistent poor behaviour choices

The school has 3 simple rules ‘, Be Respectful, Be Responsible, and Be Safe’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

BEHAVIOUR PATHWAY



- Reminder
- Warning
- Reflection Time
- Follow up to praise improved behaviour / Reparative Conversation with other parties involved

With persistent behaviour you need to inform your Keystage leader and the HoS and draw up a positive behaviour plan that will be personalised to the child's needs. Parents need to be fully involved at this stage of support. Regular meetings need to be held to communicate the positive progress of the behaviour plan.

Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers.

A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read the Trust's special educational needs policy for more information.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit correct behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke positive behaviour plans and at times may need positive handling by trained staff.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff members together. Pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

The Trust uses Close Circuit Television ("CCTV") within its school premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an

environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as part of keeping children safe or the investigation and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

The Head of School and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or articles that have been or could be used to commit an offence or cause harm

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Use of reasonable force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head of School has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where pupils need to be held to help them to calm down will be recorded and reported to parents.

Bullying

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

The Trust wants to make sure that all pupils feel safe in their school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated. For future information and guidance on how bullying is dealt with please refer to AHMAT Anti-Bullying

Exclusion

The ethos of AHMAT is one of non-exclusion as we do not believe this sanction brings any benefits to the child. However, there may be rare circumstances in which an exclusion becomes necessary. In this case, only the Head of School or the CEO, in the absence of the Head of School, will exclude a child.

Involving parents/carers

We value and recognise the knowledge, views and first-hand experience parents/carers have regarding their child. We believe that it is essential to:

- Work in partnership with parents/carers to support their child's learning and development.
- We also do this through the Home School Agreement
- Maintain regular communication with parents/carers

Parents' meetings enable school and home to plan how best to meet individual needs. As well as well create a joint approach to managing child's behaviour choices.

Reporting and recording

All positive and poor choices are to be tracked on the school management system Arbor and will be reviewed weekly by the leadership team.

When recording incidents please include and edit reports to include:

- Date and time incident occurred
- Witnesses to the incidents
- In the child's words what happened
- Unpick what led up to the event
- Actions/outcomes
- Meeting dates with parents

Serious Incidents should be recorded by all witnesses as soon as possible and be passed to the Head of School to sign before meeting them. In addition to these reports being completed all serious incidents will be recorded on Arbor.

Damage to school property

The school reserves the right to make reasonable charges for school property damaged due to inappropriate behaviour by children.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Monitoring

The Behaviour policy will be reviewed annually to assess its implementation and effect.

Created or Reviewed by	Date	Changes
Laura Morel & Isabel Cooke	01/09/2021	A new policy was created and approved by Board of Directors
Isabel Cooke	05/10/2022	No changes
Isabel Cooke	23/07/2023	No changes
Isabel Cooke	20/09/2024	Addition to HoS role – staff induction MIS system updated
Isabel Cooke	15/12/2025	No changes

