



# **Behaviour Policy**

# **September 2025**

## 1. Introduction

### Purpose:

The approach outlined in this policy aims to promote a positive culture for learning where pupil behaviour supports, rather than impinges on, learning and all pupils and adults feel safe. A culture where pupils are supported to:

- meet the school's behavioural expectations;
- actively engage in their learning;
- feel successful and have a deep sense of belonging;
- keep themselves and others safe.

## 2. Trust Ethos and Values

The Trust's vision “*to inspire all to flourish and succeed*” underpins the Trust and individual schools' approach to achieving an effective school culture and positive behaviour for learning.

*Inspiring Ambition:* All IPAT schools will hold high expectations for all pupils, creating a positive culture of learning.

*Inspiring Inclusivity:* All IPAT schools recognise that some pupils may need adaptations and additional support to succeed.

*Inspiring Collaboration:* All IPAT schools will create a positive culture where pupils are taught to cooperate, treat others with respect and actively demonstrate responsibility.

## 3. Roles and Responsibilities

- **Local Governing Committee:** Ensure the policy is in place, regularly reviewed, and its effectiveness monitored.
- **Head of School and Senior Leadership:** Implement the policy consistently at a school level, support staff, and model exemplary behaviour. School leaders will outline how this policy will be applied at the school level, determine school rules, establish school-specific routines and expectations and implement appropriate rewards and consequences. This personalised application will be specified in an appendix to the policy.
- **Staff:** Apply the policy fairly, promote positive behaviour, and address misbehaviour promptly.
- **Pupils:** Understand and adhere to the behaviour expectations.

- **Parents/Carers:** Support the school's behaviour policy and collaborate with staff to address behavioural issues.

#### 4. Promoting Positive Behaviour

All schools will ensure the following measures are taken to promote positive behaviour:

- **Explicit Teaching of Behavioural Expectations:** Integrate social and emotional learning (SEL) into the curriculum to teach self-awareness, self-regulation, and interpersonal skills. Ensure that every pupil understands how they are expected to behave throughout the day.
- **Consistent Routines:** Establish clear, predictable routines to help pupils understand expectations.
- **Motivating Pupils to Meet High Expectations:** Implement a system to acknowledge and reward positive behaviour, fostering intrinsic motivation. Ensuring all pupils have the opportunity to experience meaningful success by providing support.
- **Forming Positive Relationships With Pupils:** Giving purposeful praise, celebrating effort, sharing success and ensuring pupils believe that their feelings will be understood and considered.

#### 5. Preventing Misbehaviour

All schools will ensure the following measures are taken to support pupils in meeting expectations:

- **Classroom Management Strategies:** Utilise proactive techniques such as greeting pupils at the door, setting clear objectives, and maintaining engaging lessons.
- **Identifying Barriers:** Proactively identify the support specific pupils will require to enable them to be successful and meet the required expectations. Ensure all adults working with the pupil provide the additional support they may require to overcome barriers.
- **Whole-School Approach:** Ensure consistency in behaviour management across all staff and settings within the school.
- **Environment:** Create a safe and stimulating physical environment that promotes positive behaviour.

#### 6. Responding to Misbehaviour

All schools will ensure the following measures are taken when expectations are not met:

- **Immediate Response:** Address incidents promptly with strategies proportionate to the behaviour using the least invasive intervention techniques.
  - Non-verbal intervention
  - Positive group correction
  - Anonymous individual correction
  - Private individual correction
  - Lightning-quick public correction
  - Consequence
- **Sanctions:** Apply a clear, graduated system of consequences when expectations are not met, ensuring they are fair and consistently enforced.
- **Restorative Practices:** Encourage pupils to reflect on their behaviour, understand its impact, and engage in resolving any harm caused.

## 6. Suspensions

For the vast majority of pupils, suspensions and permanent exclusions are not required, as their behaviour can be effectively managed through alternative strategies. However, where all other behaviour management approaches have been exhausted, suspensions or permanent exclusions may be necessary as a last resort. This ensures a safe and respectful learning environment for all pupils and staff. Any decision to suspend or exclude a pupil must be made in accordance with the Trust's Policy for Suspensions and Exclusions.

## 7. Support Systems

High-quality teaching, consistency in expectations and the whole-school approach will be effective with most pupils. For some pupils they will require additional support and adaptations to meet the expectations and be successful. The most successful schools cultivate a culture which balances high expectations with the support required for all pupils to achieve.

- **Targeted Interventions:** Provide additional support for pupils exhibiting persistent or severe behavioural issues. This should be clearly explained in a behaviour support plan that all staff know and understand. Evidence-informed strategic interventions should be delivered by highly skilled and trained staff. All such behaviour support plans will be shared at the earliest opportunity with parents/carers.
- **Special Educational Needs and Disabilities (SEND):** Recognise that some behavioural issues may be linked to underlying SEND and ensure appropriate support is in place, recognising the principle that behaviours seen as a result of SEND require a graduated approach to correction and consequence.
- **External Agencies:** Collaborate with external professionals and services when

necessary to support pupil behaviour and well-being.

## **8. Staff Development and Support**

- **Training:** All staff must receive regular professional development on behaviour management strategies and understanding pupil behaviour, as well as training to remove barriers for specific pupils.
- **Support Structures:** School leaders will provide day-to-day support to staff as they apply the approaches outlined in the policy. They will ensure systems are established for staff to seek advice and share best practice regarding behaviour management so that staff do not feel isolated.

## **9. Bullying**

Each school has an anti-bullying policy that outlines the approach to dealing with cases of bullying within the school. Where bullying has been found to have taken place, there will be a consequence/sanction as well as support provided for the perpetrator to change their behaviour. Please refer to the Anti-Bullying policy for further details.

## **10. Discrimination**

Any form of discrimination is unacceptable in school and will be treated seriously, including sexist or misogynistic comments, homophobic comments, racism and discriminatory comments relating to SEND. The school curriculum will promote inclusivity and tolerance and help pupils to understand and celebrate differences. If an incident occurs where a pupil discriminates against another pupil, it must be thoroughly investigated, appropriate action taken, and logged so that cases can be monitored by those involved in governance.

## **12. Child on child abuse**

Child-on-child abuse includes, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling
- Sexual violence and sexual harassment
- Upskirting
- Initiation/hazing-type violence and rituals
- Abuse in intimate personal relationships between children

We adopt a zero-tolerance approach to any form of abuse. All staff are trained to recognise the signs of child-on-child abuse and respond promptly and appropriately. Children are

encouraged to report concerns, and all disclosures will be taken seriously and investigated thoroughly.

Child-on-child abuse is a safeguarding issue, not merely a behaviour issue. The school follows the procedures outlined in the safeguarding policy and ensures that all incidents are recorded, analysed, and used to improve practice.

Any allegation or concern of child-on-child abuse will be recorded and passed to the Designated Safeguarding Lead (DSL). Victims will be supported and safeguarded. Alleged perpetrators will also be supported, and their behaviour will be addressed in a way that safeguards all pupils. The school will involve external agencies where appropriate, including children's social care and the police. Disciplinary action may be taken in accordance with this behaviour policy, considering the needs and circumstances of all involved.

### **13. Malicious allegations**

Malicious allegations are false or unfounded claims made deliberately to cause harm or distress to another individual. In a school setting, such behaviour is considered a serious breach of the behaviour policy. Making a malicious allegation can damage reputations, disrupt the learning environment, and undermine trust within the school community. Any pupil found to have knowingly made a false accusation against a peer, member of staff, or other individuals will be subject to appropriate disciplinary action; this may include suspension. The school is committed to thoroughly and fairly investigating all concerns, while ensuring that those who make genuine complaints are protected and supported.

### **14. Prohibitive Items**

As part of our commitment to maintaining a safe and respectful learning environment, all trust schools strictly prohibit pupils from bringing certain items onto the premises. Prohibited items include, but are not limited to, weapons or any items that could be used as a weapon, illegal drugs, alcohol, tobacco products (including vapes and e-cigarettes), fireworks, stolen property, and any item that poses a threat to the safety or well-being of others. Mobile phones and electronic devices will also be restricted in certain areas or times, in accordance with our Acceptable Use Policy. In line with the Department for Education's guidance "*Searching, Screening and Confiscation*" (July 2022), authorised school staff have the legal right to search a pupil or their belongings, without consent, if they have reasonable grounds to suspect possession of a prohibited item. Any pupil found in possession of such items may face disciplinary action, which could include confiscation, parental contact, suspension, and/or

referral to external agencies, including the police, where appropriate. This policy is designed to protect the welfare of all pupils and staff.

#### **14. Reasonable force**

All school staff have the legal right to use reasonable force when necessary. This also includes any adult given this responsibility by the Headteacher. This follows government guidance, which can be found here: [Government Guidance on Use of Reasonable Force \(2013\)](#)

Reasonable force means using physical contact to stop a pupil from doing something dangerous or seriously disruptive. It must always be the least amount of force needed and only used when necessary. Staff may use reasonable force to stop pupils from hurting themselves or others, prevent serious damage or disruption or maintain safety and order

All staff must receive training to help manage difficult situations calmly and safely. Physical intervention is only used after other strategies ([de-escalation](#) techniques) have not worked. If force is used another adult should be present to support and witness where possible. Following the use of reasonable force it must be recorded following the school protocol and parents informed. School leaders should ensure that staff are supported after any incident.

If a pupil is known to show challenging behaviour a **Risk Assessment** and **Positive Handling Plan (PHP)** will be put in place. The plan will include clear steps for keeping the pupil and others safe. This will be agreed with parents and reviewed regularly.

#### **15. Monitoring and Evaluation**

- **Data Collection:** Any behaviour requiring a consequence/sanction will be recorded on the school MIS by the member of staff dealing with the incident. School leaders and the Trust education team will regularly review and analyse data on behavioural incidents to identify patterns, inform interventions and monitor the effectiveness of the approaches used.
- **Policy Review:** Review the behaviour policy annually, incorporating feedback from staff, pupils, and parents to ensure its effectiveness and relevance.
- **School-Specific Appendices:** LGC will review the local implementation of the policy and related appendices.

## Appendix 1:

### Local Policy Implementation

**Instilling the ability to choose wisely and act positively is at the heart of our moral purpose.**

**By doing so, we prepare our children to succeed in school, embrace their next stage of learning and engage productively in society. We believe every child is inherently valuable, and it's their behaviour—not themselves—that may sometimes fall short of our expectations. High expectations, building self-esteem and positive relationships underpins all we do.**

- We manage behaviour positively, with high expectations for every child.
- Adults model our expectations consistently and communicate unconditional positive regard for our children; with clear emphasis that it's their actions—never the child—that may be unacceptable.
- Positive behaviour is rewarded and our first attention is given to best conduct.
- Behaviour which does not meet our expectations prompts proportionate sanctions and restorative conversations.
- We are curious about a child's behavior and seek to understand the context behind their actions.
- Building strong connections between staff, children, and families is fundamental to our approach.

#### School Rules



#### Rewards and Sanctions

Our positive behaviour approach pairs praise with proportionate consequences to teach right from wrong, while recognising that everyone is fallible, valuable, and worthy of forgiveness. We celebrate each child's progress and effort regardless of their starting point. Children are recognised in a variety of ways for making right choices and demonstrating our school rules.

This may include:

- Non-verbal encouragement
- House points
- Celebration Assemblies
- Speaking with a member of SLT
- Immediate verbal praise
- Stickers, special privileges, prizes
- Communication with home
- Displays of children’s work

**Our Behaviour Pathway**

We do not seek to ‘punish’ unacceptable behaviours but aim for resolution and restoration; helping children realign with expectations when they stray. Staff are encouraged to recognise, empathise, validate emotions, attune to the behaviours of children, hold boundaries and problem solve.

**We seek to:**

- Keep calm; reduce tension
- Listen and respect
- Work to agreed procedures
- Be consistent

**We avoid:**

- Humiliating or shouting
- Acting disproportionately
- Using blanket punishments or sarcasm

We seek to teach children the consequences of their actions—for example, not listening in class can mean missed learning or disrupting others—and we frame mistakes as opportunities for learning and growth. If behaviour is not meeting expectations, the following stages are used by staff:

<b>Step 1</b>	<b>Reminder - rules reinforced</b>	<b>Natural consequences may also be applied with consideration to the age, understanding and needs of individuals.</b>
<b>Step 2</b>	<b>Final warning</b>	
<b>Step 3</b>	<b>Reflection Time in Class</b>	
<b>Step 4</b>	<b>Reflection Time with another member of staff/in another location. If this is reached on 3 or more occasions, families will be contacted to discuss concerns and ways forward.</b>	
<b>Step 5</b>	<b>Reflection Time with SLT. Children will also receive a phone call home to discuss actions and ways forward with families.</b>	