

# Policy for Behaviour



*Reviewed by Jodie Cooper*

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## **POLICY STATEMENT**

At Priorslee Academy we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### **AIMS**

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly and shown respect
- To promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To not give learners attention and importance for poor conduct

## **PRIORSLEE ACADEMY SCHOOL RULES**

In our school, everybody has a responsibility to abide by the rules so that we are all **READY, RESPECTFUL & SAFE**.

- We are always **ready** to learn: we listen, we are organised and we follow instructions
- We **respect** each other and each other's property
- We keep ourselves and each other **safe** and happy with kind words and gentle hands
- We always try our best

### **Behaviour for excellent teaching and learning**

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The **READY, RESPECTFUL & SAFE** rules are displayed in each learning space and referred to by staff in conversations around conduct.

Staff will

1. **Meet and greet** children at the door in the classroom.
2. **Always deal with unwanted behaviours.**
3. Refer to the '**Ready, Respectful, Safe**' rules.
4. **Model** positive behaviours and build relationships.
5. **Plan** lessons that engage, challenge and meet the needs of all learners.

6. Use **positive reinforcement** throughout every lesson.
7. **Prevent** behaviours before having to give sanctions.
8. **Follow up** every time, retain children's responsibility for their behaviours and engage in reflective dialogue with learners.

## POSITIVE REINFORCEMENT & REWARDS

At Priorslee, we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

### *Individual Rewards*

REWARD	
Dojos (house points)	Awarded by all staff for effort, behaviour and achievement. These will count towards house totals and individual silver star awards.
Star of the Week	Selected by class teachers for consistent effort, behaviour and achievement. A certificate is awarded every week in a celebration assembly. Children are awarded 10 dojos for getting star of the week.
Silver star	<ul style="list-style-type: none"> <li>• Silver star stickers are awarded by class teachers for <b>CONSISTENT, OUTSTANDING</b> effort and achievement.</li> <li>• Once children have been awarded ten silver stars, a certificate and a small prize will be awarded in a celebration assembly.</li> </ul>
Praise Postcard	Awarded by all staff for exemplary effort, behaviour and achievement. A postcard will be presented to the child to take home and share with their families.
Values Postcard	5 dojos
Head of School's Recognition Letter	This is awarded half-termly by the Head of School following a recommendation from the class teacher for individual achievement.

Head of School's Gold Award	This is a very special award presented to pupils who show outstanding, exceptional acts of kindness, bravery or resilience.
Reading Raffle (KS1)	Children who read five days per week with a parent/carer signature for each day will be given a raffle ticket, which will then be put into a half termly draw to win a book voucher.
Reading Badges (KS2)	<p>This is awarded according to how many books children have read.</p> <p>Bronze: 10 chapter books read (with parent/carer signature to verify)</p> <p>Silver: 20 chapter books read (with parent/carer signature to verify)</p> <p>Gold: 30 chapter books read (with parent/carer signature to verify)</p> <p>Children who read 100 chapter books in a year will be awarded a book voucher.</p> <p>Children who read five days per week with a parent/carer signature for each day will be given a raffle ticket, which will then be put into a half termly draw to win a book voucher.</p>
Multiplication Stickers/Badges	Children will be given a chart and will be awarded a sticker to show they have mastered a particular multiplication. Once the children have mastered all multiplications to 12, they will be awarded a badge to recognise they had reached that milestone.
Paw Time	Children who are recognised for kind/consistent behaviour can be nominated by adults in school to earn a paw print and spend time with the school dog.
Mrs Cooper Always Club	Staff can nominate children every term to join the always club, where they get to have a snack, a chat and a prize at the end of term, as well as a certificate.

Lunchtime Award	Stickers from the kitchen staff will award for good manners, and children trying new foods.
Attendance Award	Children are reward for 100% attendance at the end of the academic year.

## Group Rewards

REWARD	
School Values Jar	Each class has a school values 'jar'. Children collect tokens from all staff members for demonstrating our school values. Once a class has collected 100 tokens, they will be able to choose a class reward.
House Reward	At the end of every term, the school house with the most class dojos (house points) are allowed to come to school in their own clothes.
Attendance	Highest attendance for a class in school get additional Golden Time.

## CONSEQUENCES

All children begin their day on a green card on the class behaviour display. The majority of the children will stay there for the entire day as they listen to and follow staff instructions. For children who do not follow adult instructions, staff follow school procedures to deal with this.

For low-level disruptive behaviour **within the classroom**, this is the procedure that staff follow:

1. Child is given a verbal warning.

If the child's behaviour continues

2. Child sits on their own table in the class to complete their work.

If the child's behaviour continues

3. Child moved to another class to complete their work.

**(THIS IS CLASSIFIED AS A YELLOW CARD.)**

If the child's behaviour continues

4. Child is sent to senior teacher to complete their work for half of the school day.

**(THIS WOULD BE CLASSIFIED AS A RED CARD AND AN INTERNAL EXCLUSION.)**

Teachers may inform parents about yellow cards as necessary, especially if the behaviours are persistent.

For low-level disruption **on the playground**, the procedure that staff follow:

1. Child is given a verbal warning by a member of staff on duty.
2. Child has time out and stands by the member of staff who has spoken to them.
3. Staff report behaviour to class teacher.

### **INSTANT RED CARDS**

These may be given if there are any serious incidents, including

- Fighting
- Bullying
- Persistent refusal to follow instructions from an adult
- Making staff and other children feel unsafe
- Hurting or endangering others
- Disrespecting staff
- Bad language
- Racism
- Homophobia
- Intentionally damaging school / other people's property

All red cards will be logged on CPOMS and reported to parents by a teacher on the day of that the incident occurs. Reporting will be via phone call in the first instance, or via email if a phone call is not possible.

A red card will result in the loss of playtime(s).

In order for children to take responsibility for their behaviour, they are given the opportunity to 'repair' what they have done, after the event.

Children may repair their behaviour in one of the following ways:

- Taking time out to reflect
- Repairing the physical damage they have caused
- Apologising to another child / adult for the specific behaviours they have demonstrated
- Discussing better choices and behaviours that could be made in the future.

### **Children with Additional Needs**

On some occasions, we recognise that some children may need extra support to follow the school behaviour policy. Staff may use their discretion in applying the policy, if necessary. We will always aim to understand the causes of children's inappropriate behaviours and for pupils to develop positive relationships with appropriately trained adults to encourage emotional regulation.

To support children who struggle to regulate their emotions, staff will follow the principles of emotion coaching. This technique teaches children to recognise their own emotions and to make good choices before they become dysregulated. Our SENCO assistant (Mrs Richens) is also highly skilled and supports both staff and children to develop strategies to help with emotional regulation further.

Some children are encouraged to follow instructions and to encourage emotional regulation by using visual timetables so that they can identify what they have to do first and what the next activity will be. Some children with additional needs may also be given short rewards after completing a task in order to celebrate small successes and to maintain positive behaviours. Some pupils may have an individual reward chart so that they can physically see their successes throughout the school day.

When children show signs inappropriate behaviours staff begin with less intrusive measures for dealing with the behaviour (e.g. tactically ignoring negative behaviour by praising children using positive behaviour statements; non-verbal cues; visual reminders; private verbal reminders; planned ignore of behaviours; giving limited choices.) This gives pupils the opportunity to make the correct choices and to continue to follow the school rules.

### **Behaviour Beyond a Red Card**

The school operates a system of 'Support Call' via walkie talkies. This system offers support to all colleagues when difficulties arise. Members of the Senior/Pastoral Team respond to all Support Call requests. The aim of the Support Call is to resolve the situation and allow the student to continue with the lesson/activity on the playground.

Where pastoral or senior leaders are unable to deescalate the situation verbally, they will need to try a range of alternative including but not exclusive to;

- internal exclusions can be given, and children will be encouraged to work in an alternative learning environment
- evacuate the area to ensure that all other pupils are safe
- call for further support
- reasonable force can be used if a child is endangering themselves or others, and there is no other alternative
- physical intervention (only by approved and trained users)
- parents and carers may be informed to support de-escalation or further advice

If behaviour is extreme this may result in a suspension or permanent exclusion.

## **Behaviour Support Plans**

Some pupils may also need behaviour support plans. This is a process agreed by the staff, children and parents. A support plan puts strategies in place to support the child to achieve positive behavioural outcomes. It details any changes in routines, timings, locations and adults to support positive behaviours. The behaviour support plan is shared with all relevant staff, who hold a collective and individual responsibility to read, respect and follow behaviour support plans to ensure consistency for the child. This consistency will give the child the best chance to succeed. Behaviour support plans will be put in place if a child's behaviour does not improve within a half term, following intervention from the Pastoral Team.

## **Outside Agency Support**

Outside agency support may be sought by the SENCO for some children who are struggling to follow the behaviour policy, even when behaviour support plans are in place:

- Behaviour Support Advisory Team (BSAT)
- Educational psychology team
- Strengthening Families
- BEAM
- BeeU
- SPECTRA

These agencies work with school staff to develop targets and strategies to develop positive behaviour outcomes for our children.

## **Restrictive Interventions, Reasonable Force and Seclusion**

*(April 2026 - Statutory Guidance)*

### **Purpose**

At this academy, we are committed to maintaining a safe, inclusive and respectful learning environment where positive relationships, early intervention and de-escalation are prioritised. The use of restrictive interventions, including reasonable force and seclusion, is rare, exceptional and always a last resort, used only to protect pupils and others from harm.

Restrictive interventions are never used as punishment.

### **Definitions**

For the purposes of this policy:

- Restrictive intervention - any action that prevents, restricts or subdues a pupil's movement, whether physical or non-physical.
- Reasonable force - physical force used by staff to prevent a pupil from injuring themselves or others, committing a criminal offence, damaging property or causing serious disorder.
- Significant incident - an incident where force goes beyond normal physical contact and includes physical force used to implement a non-physical restrictive intervention.
- Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a space away from others and preventing them from leaving.

### **When Restrictive Interventions May Be Used**

Restrictive interventions may be used only where necessary to prevent serious harm and where other de-escalation strategies have been attempted or are not viable.

Staff must consider:

- Necessity and proportionality
- The pupil's age, size, SEND, medical needs and vulnerabilities
- The likely impact on the pupil's physical and emotional wellbeing

Where possible, staff will communicate calmly with the pupil about what is happening and why, using appropriate communication methods.

### **Unacceptable Practice**

The following practices are prohibited:

- Use of force as punishment
- Any restraint that restricts breathing or circulation
- Pressure to the neck, chest or abdomen
- Prolonged or unsupervised restraint or seclusion
- Use of seclusion as a disciplinary response
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## **Seclusion**

Seclusion is used only as a safety measure, not as a sanction.

When seclusion is used:

- The pupil is supervised at all times
- The space used is safe and non-threatening
- The pupil is allowed to leave as soon as the risk reduces
- The incident is recorded and reported in line with statutory requirements

Seclusion is distinct from routine removal from class or time-limited withdrawal used as part of the behaviour system.

## **Pupils with SEND**

We recognise that pupils with SEND may be more vulnerable to restrictive interventions. The academy:

- Identifies triggers and unmet needs early
- Makes reasonable adjustments under the Equality Act 2010
- Uses individual behaviour support plans where appropriate

The presence of a behaviour support plan does not authorise the automatic use of restrictive interventions. Each incident must be justified on the circumstances at the time.

## **Recording and Reporting (Statutory Duties)**

All significant uses of force, seclusion and restraint incidents (including non-physical restraint) are:

- Recorded in writing as soon as practicable, normally the same day
- Logged in line with academy and Trust procedures

Parents/carers are informed as soon as practicable, normally the same day, following:

- Any significant use of force
- Any incident of seclusion or restraint

This applies even where restrictive interventions are referenced in a behaviour support plan.

## **Post-Incident Support**

Following any restrictive intervention:

- Pupil and staff wellbeing is prioritised
- A reflective debrief takes place
- Behaviour support plans are reviewed where appropriate
- Learning from incidents is used to reduce future need

## **Training and Oversight**

Relevant staff receive training in:

- De-escalation and preventative strategies
- Trauma-informed and SEND-aware practice
- Safe and lawful use of restrictive interventions

The academy operates in line with the Trust's Restrictive Interventions Policy and is accountable through local governance and Trust oversight.

## **Exclusions**

In certain situations, the Senior Team may have to consider more serious measures. Incidents involving violence against staff and repeated violence towards other children will not be tolerated. Such behaviours could result in either a fixed term exclusion (suspension) or a permanent exclusion.

Exclusions are exceptionally rare at Priorslee Academy and are used as a last resort. Please refer to national guidelines regarding the use of exclusions for further information. <https://www.gov.uk/government/publications/school-exclusion>