



Behaviour Policy

Smawthorne Henry Moore Academy
Accomplish Multi-Academy Trust



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Policy Owner	Accomplish MAT	
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Key Personnel:

Name	Role	Contact Details
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Additional Information:

This policy statement applies to anyone working on behalf of Accomplish Multi Academy Trust, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and pupils. There is a statutory requirement to have this policy in place in multi-academy trusts. This policy must be published on academy websites. The use of the term 'parent' for the purposes of this policy refers to the child's birth parents and includes any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

Legislation

This policy is based on advice, contained in the following documents from the Department for Education (DfE):

- Behaviour in schools
- Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England May 2023
- Keeping children safe in education 2025
- Searching, screening and confiscation at school
- Equality Act 2010: advice for schools
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Political impartiality in Schools 2022

It is also based on the Special educational needs and disability (SEND) code of practice: 0-25 years. In addition, this policy is based on DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Associated Policies:

- Accomplish MAT Safeguarding Policy
- Accomplish MAT SEND Policy
- Accomplish MAT Suspensions and Exclusions Policy
- Accomplish MAT Anti Bullying Policy
- Accomplish MAT Equality and Diversity Policy

1. Policy statement

Smawthorne Henry Moore Academy is 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. Our behaviour policy guides all staff to teach children to take responsibility for their actions and learn from their mistakes. It echoes our core values with a clear emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners to be successful.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their own behaviour and be responsible for the consequences of it, learning a key lesson for a successful life.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through strong and productive relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognises high expectations for behaviour
- Positively reinforces high expectations for behaviour
- Promotes self-esteem and personal responsibility
- Teaches appropriate behaviour through positive interventions

4. Our School Rules:

To help everyone be successful we have 3 rules for everyone that are easy to follow and easy to remember.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

5. How will everyone behave:

To create a positive climate for learning in our school we expect everyone including staff, parents, children and visitors to behave:

- **Calmly**
- **Positively**
- **Consistently**

6. How we will talk about behaviour:

To make sure that everyone, including our youngest learners, understand our high expectations for behaviour we use the language of 'Traffic Lights' to talk about their behaviour.

- **Green** – your behaviour is meeting our high expectations – *'lovely smart green sitting!'*

- Amber – you are slipping below the Remind of the expectation – *'I am looking for smart green walking'*
Positive redirection – *'To be in green you need to... well done you are back in green'*
- Red – your behaviour is not meeting our high expectations (a visit to Triage, period in Internal Isolation, appropriate consequence)

7. All staff, every day:

1. Meet and greet at the door, being warm and welcoming.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships with all children.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition board throughout every lesson to celebrate effort.
6. Be calm when interacting with all children at all times.
7. Give 'take up time' (time for the child to process your words) when going through the traffic light steps.
8. Always use positive language to prevent and keep children in green before using sanctions.
9. Will always follow up and see through to a conclusion any issues, engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are behaving badly.
11. Never walk past learners who are behaving well without recognising it.
12. Consistently use positive day notes and calls to celebrate good behaviour.

8. Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the phase they lead to positively encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls to recognise excellent behaviour
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that all staff are supported to resolve and take ownership of poor behaviour that they address

9. Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model, coach and show a unified consistency to the learners.

Senior leaders will:

- Meet and warmly welcome learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations

- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

10. All Staff will:

- Consistently use positive language and praise to recognise good behaviour and effort.
- Consistently use recognition boards to celebrate good behaviour and children being 'ready, respectful and Safe'.
- Consistently celebrate the success of the class team through a collective reward experience.

11. Approaches to implement the policy

Recognition and rewards for effort

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. We will reward academic effort and success with individual House Points, which will collectively be celebrated in House teams. We will also send Positive Day Notes and celebrate success during our Celebration Assembly each week.

Practical steps in managing and modifying poor behaviour (Our Steps: Appendix)

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary for additional consequences, every minute a learner is out of a lesson is one where they are not learning. Our behaviour steps will always be gone through with care and consideration, taking individual needs into account where necessary.

- We will praise and remind children of the behaviour we want to see.
- Children will be given take up time between steps.
- We will not leap or accelerate steps for repeated low-level disruption.
- Each time we must start the steps again.
- Where senior leaders determine there has been a serious breach of the rules escalations through the steps may lead to a more serious consequence.

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

The reminder

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The member of staff will make the learner aware of how to get back into green. The learner has a choice to do the right thing and will be given take up time.

'I am looking for smart green walking'

The Redirection

A precise instruction, delivered privately to learners of what they need to do to get back on track, followed up by positive recognition that they have done so.

'To be in green you need to...well done you are back in green'.

The Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

The Reflection Time

Learners should only have reflection time outside classrooms if they need to cool down and/or to defuse a situation. This should be for no more than 3 minutes before the staff member then uses the 30 second script (**appendix**).

- The learner is given time outside the classroom to calm and think.
- The staff member then is able to speak to the learner away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Triage:

If the step above is unsuccessful, or if a learner refuses to go take their reflection time, then the learner will be asked to leave the room. If appropriate, a member of senior staff will escort the learner to triage (The Ark), a calming space set aside within school. In this space, the learner will be supported by an experienced leader to calm and be ready to return to class. Where possible this will be within 20 minutes. The leader will not seek to resolve the behaviour issue that has led to the learner being in Triage. They are there to calm the learner ready to have that conversation with the original member of staff. The staff member who has requested Triage will call the parent/carer to explain that Triage has taken place today before the end of the day. They will record the Triage and the call on CPOMs.

Restorative conversation:

It is important for all staff and learners that a restorative conversation takes place to repair damage to trust between staff and learners after triage has been needed. Staff will take responsibility for leading restorative conversations and middle leaders will support this where requested. Out restorative meetings are structured in 6 steps.

- What has happened?
- What was each party thinking?
- Who feels harmed and why?
- What has each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

It is important that learners and staff agree a suitable consequence that is fair and makes reparations for whatever misdemeanour has happened. This consequence should take place as soon as possible so that everyone can get back on track and back into green quickly. Where possible this consequence should be on the same day, so that everyone starts every day with a clean sheet.

Formal Report:

Learners who persistently breach '**Ready, Respectful, Safe**' may have their behaviour monitored by teachers to show progress towards agreed targets. At SHMA we make sure that this is done discretely and privately. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Middle leaders and staff members will meet with the parent and child to agree the 'Ready Respectful Safe' behaviour expectations and remit of the Formal Report. Staff members will communicate the daily outcome of Formal Report with parents.

Middle leaders will support this process by reviewing each Formal Report with learners and staff at the end of each week and staff will feed back to parents. Formal Report will be for a minimum of 2 weeks, after which it will be reviewed weekly. Once the learner has been successful for 2 weeks, Formal Report will end.

Serious Breaches:

A Serious Breach is an incident that may lead to a fixed term suspension. Alternatives to suspension, where appropriate, will be explored and whilst it is the headteachers decision to suspend, this decision will be made by a panel that includes a member of the LGB. Alternatives include community service and payback (doing something appropriate to repair relationships and trust), internal isolation for a length agreed by the panel that is suitable for both the age of the child and the nature of the serious breach.

The parent will be informed by the Headteacher that their child will be having internal isolation as an alternative to suspension, or that their child is being suspended.

Any internal isolation or suspension will be followed up by a reintegration meeting held with the parent and the Headteacher.

Any suspensions or internal isolations will be reviewed by the Senior Leadership Team each week and mitigations will be sought to prevent further need for these measures.

Further guidance can be found in our appendices.

Appendix 1: Suspensions and Permanent Exclusion:

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. 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 academy. Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement, Guidance for maintained schools, academies, and student referral units in England, May 2023.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in academy sanctions and interventions. Headteachers will use their own professional judgement based on individual circumstances when considering whether to exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' commencing on page 14 of the DfE guidance noted above.

All decisions to suspend are serious and only taken where the breach of the academy rules is serious. The following are examples of behaviours which may lead to suspension or permanent exclusion:

- Breaches of health and safety rules
- Bringing the academy or Trust into disrepute
- Verbal abuse of staff, other adults or pupils
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Behaviour Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption

Other serious breaches of the Trust's rules: A decision to permanently exclude a pupil can only be made in response to (1) serious or (2) persistent breaches of a academy's behaviour policy and if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or of others in the academy (DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England', September 2023).

Headteachers will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened physical assault against other pupils or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item

- abuse against sexual orientation and gender identity
- abuse relating to disability
- inappropriate use of social media or online technology (including the recording/covert recording of staff or pupils)
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- repeated verbal/physical abuse of staff.

Please refer to the Accomplish MAT Suspensions and Exclusion Policy for more information about these procedures as well as strategic support for pupils who are at risk of repeat periods of suspension or permanent exclusion.

Appendix 2: Positive Handling and Physical Intervention:

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age).
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Appendix 3: Physical intervention or reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to leave the area.
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit.
- prevent a pupil leaving the classroom or academy site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and restrain a pupil at risk of harming themselves through physical outbursts.

Physical intervention should not be used as a punishment – it is always unlawful to use force as a punishment. Any occasions when reasonable force is used will be recorded on CPOMS. The academy will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Appendix 4: Adaptations and reasonable adjustments:

All Accomplish Multi Academy Trust academies will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for pupils with special educational needs and disabilities where it is deemed appropriate. A reasonable adjustment is not the same as lowering expectations; it means that some pupils need additional support to ensure that they meet the high expectations required of all pupils.

The academy's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academy should ensure a whole-academy approach that meets the needs of all pupils, including pupils with SEN or a disability. Everyone can feel they belong in the academy community and high expectations are maintained for all pupils.

Good behaviour starts with a calm, orderly environment which will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support. There is always a need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

However, the academy also has additional duties (for example, with regards to safety) not just to the individual pupil, but also to the other pupils and to staff. These are imperatives and sometimes mean that the Headteacher might need to consider appropriate actions even in spite of a pupil's individual needs. Where appropriate, the academy should anticipate likely triggers of misbehaviour and put in place support to prevent these. Accomplish academies should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion- this is a question of judgement for the academy on the facts of the situation. Staff should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the pupil in line with the requirements outlined in the Equality Act 2010, as documented above. It is also important for the academy to try and understand the underlying causes of behaviour and whether additional support is needed.

Appendix 5: Behaviour Beyond the Academy Gate:

When there is a case of poor pupil behaviour beyond the academy gate (travelling to or from academy, taking part in any academy organised or academy related activity, wearing academy uniform or in some way identifiable as a pupil at the academy), the academy may enforce its right to apply a consequence to a pupil in academy.

Examples of this may include:

- continued bullying of a pupil outside of academy
- use of cyber bullying outside of academy
- inappropriate behaviour taking place close to the start/end of day when pupils are in academy uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the academy
- behaviour that could adversely affect the reputation of the academy

Appendix 6: Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the environment in the academy. Negative interactions online, including those outside of academy hours when pupils are in the local community or at home, can damage the academy's culture and can lead to the academy feeling like an unsafe place. Accomplish Multi Academy Trust is clear that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.

Appendix 7: Our Steps, one page guide



<u>Our Rules:</u>	<u>Our Approach:</u>
<ul style="list-style-type: none"> ● Be Ready ● Be Respectful ● Be Safe 	<ul style="list-style-type: none"> ● Be Calm ● Be Positive ● Be Consistent

Our Steps:

<u>Step</u>	<u>Action</u>
1) Reminder	A reminder of the expectations Ready, Respectful, Safe, delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
2) Redirection	A clear instruction of how to get back on track and a positive recognition when they do so.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Reflection	Give the learner a chance to reflect away from others for no more than a 3-minute period. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Triage	At this point the learner will be referred internally to another room in the school to calm and reflect (The Ark). They will be supported to calm and return to class as swiftly as possible. All internal referrals must be recorded on CPOMs and a phone call to parents will be undertaken by the referring staff member.
6) Restorative Conversation	A restorative conversation should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Formal Report	A meeting with the teacher, learner and phase leader, recorded on CPOMs with agreed targets that will be monitored over the course of two weeks through a Formal Report.

