


Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

Classroom Behaviour Management .....	3
Teaching Positive Behaviour & Rewards .....	3
Sanctions .....	4
Individual Behaviour Plans .....	6

### **Charnwood Primary Academy** **Behaviour Policy**

#### **Aim**


The aim of this behaviour policy is to create an effective, positive and happy Academy where everyone values, cares and respects themselves and others. We want to foster a sense of pride in our environment and our work; and teach pupils to have confidence in their ability.

This behaviour policy is built on developing positive relationships between all members of the Academy staff, children, parents and carers.

In working towards this aim it is essential that we have a whole Academy approach to the establishment of good behaviour and actively enhance children's self-esteem.

This policy is underpinned by the following principles of teacher/pupil interaction:


- All classroom members have rights, responsibilities and rules to follow.
- All children have the right to feel safe and secure.
- All children have the right to learn without being disturbed by others.
- All teachers have the right to teach and no child has the right to disrupt others.
- A conscious effort is made to minimise hostility and embarrassments in pupil /teacher interaction.
- Respectful treatment is established and maintained in conflict resolution.
- Children are given a right of reply.
- Disruptive incidents are followed up and followed through.
- There is consistency in expectations and behaviours across the school or key stages.

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

This policy takes its guidance from the Department of Education's updated August 2024 guidance on behaviour and suspension which states that all policies and actions relating to behaviour should:

- promote self-discipline and proper regard for authority among pupils,
- encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.
- secure that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils

To meet our aim the word Respect underpins all rules and actions. If we are respectful in what we do and how we act then our behaviour will be a positive statement for others to see and follow.

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

### Classroom Behaviour Management

At Charnwood Primary Academy we believe that good classroom practice promotes good classroom behaviour. Teachers and Academy staff seek to provide an orderly classroom environment where routines are firmly established.


The children at Charnwood are made aware of what is acceptable in the classroom and inside the academy. As an academy we follow a consistent approach to behaviour with a clear structure in place using rewards and sanctions. Each class teacher will reinforce these with the children through our shared classroom rules – named ‘learning habits’ and expectations. These are clearly displayed and referred to when necessary to reinforce classroom behaviour.

Many behaviour problems can be negated by reference to classroom rules/habits and the reinforcing of positive behaviour.

#### **Our learning habits:**



#### Teaching Positive Behaviour & Rewards

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

A major aim of the behaviour policy at Charnwood is to encourage children to demonstrate appropriate behaviour at all times. This is underpinned by the goal of teaching the value of integrity and the value of intrinsic motivation. This is enacted by operating a system of praise and reward.

At Charnwood Primary Academy we also operate a team points system using Trackit Lights <https://trackitlights.com/> through which children are rewarded for academic and non-academic achievements. These points are collated each week on the system and refreshed weekly. The points are used as a 'currency' which children may use to 'purchase' experiences or physical rewards.

Individual teachers may also run their own class incentives to promote good behaviour such as pupil of the day, table of the week, etc. Good behaviour is also celebrated during weekly achievement assemblies.

### Certificates & Celebrations

In regular (weekly- unless timetable alterations are in place) celebration assemblies teachers choose children to celebrate and award certificates. They are given these for both academic and non-academic achievements and the reasons are explained and written down to share this information at home. The Head of School awards a certificate each week to pupils for demonstrating the values of the school and subject leaders will also praise particular achievements such as most progress, improved progress, reading ages or total words read collated from Accelerated Reader™. Pupils can also work towards achieving Trackit Light bronze, silver, gold and platinum awards throughout the year.

### Sanctions


Minor breaches of discipline will generally be dealt with by the class teacher through reference to the classroom rules/learning habits.

Where the Academy rules are broken a staged response is followed.

The staged response follows the following steps in each classroom:

**Stage 1** – Verbal warning – No adjustment on Trackit-Lights – Discussion with teacher. The child is warned about their behaviour and the consequences should their inappropriate behaviour continue. At this time teachers will reference the classroom learning habits and school values. This might be done to the whole class or to an individual. At this point teachers are mindful of not causing embarrassment to the pupil; the focus of the conversation is centred around our reason for being at school, learning and being respectful.

**Stage 2** – Warning – **Orange Light** – The behaviour is recorded on Trackit Lights in class to show that they have ignored their verbal warning. The children will understand this as an orange card. No symbol is shown on the board to other children but the child is made aware that this has now been recorded and provides an opportunity to stop the disruptive or inappropriate behaviour.

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

**Stage 3 – Yellow Light** –Points are now removed from the child’s points total and the behaviour recorded on Trackit Lights. The teacher or adult leading explains clearly the importance of following rules and the impact their actions have on others. This will be done directly to the child however other children may be witness to this. At this point the class teacher will make clear this behaviour is not acceptable and the reason this has led to this point. At Stage 3 the child is also given time to reflect on their behaviour through 10 minutes out of the classroom. This might be taken directly outside the room, in an alternative classroom or in the sensory regulation room dependent on child need and supervision availability. At this point the aim is to allow for learning to continue for other children and for the pupil to return to learning as soon as possible.

**Stage 4 – Red Light** - The pupil is sent to a member of SLT. This might be the Executive Headteacher, Head of School or other lead teacher. Points are removed from the points total. Receiving a red light will result in the child’s parents being contacted to discuss the incident. Depending on the nature and manner of the incident this contact will be made by the class teacher, lead teacher or senior leadership team.

A red sanction is recorded on Trackit Lights with notes about the behaviour and triggers. This is monitored by the school leaders regularly and reported at Local academy council meetings. This information is used to support the pupils ongoing behaviour and can also support assessments for SEND should they be required.

It is anticipated that teachers will use their professional judgement regarding the seriousness of the inappropriate behaviour and the use of this staged response. In some classes it is likely that this approach will be rarely needed but it is important that children are aware of this staged response to inappropriate behaviour and the sanctions that may be used across school.


The reward system can be used to move children back to green following adjusted behaviours allowing all pupils opportunity to reflect, adapt and improve. Once the child begins to behave appropriately it is important that the teacher resumes a positive relationship by passing a remark about the improved behaviour or their work. This approach is part of a restorative approach which includes adults in the school supporting pupils in learning and improving their learning behaviours over time.

This staged response is used for consistent inappropriate behaviour, which is disrupting the education of children within the classroom.

In the case of serious incidents of misbehaviour such as violence against other children or adults, damaging school property with intention or use of discriminatory language <sup>1</sup> it may not be possible to follow through these stages and an immediate response at stage 4 may be appropriate. This may also lead to a fixed-term suspension or exclusion depending on the seriousness of the behaviour. This is in line with government guidance.

A link to this guidance can be found here: [Link](#)

<sup>1</sup> This list is not exhaustive, school discretion will be used to decide if the behaviour meets this threshold.

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

### Direct Head of School/Executive Head intervention


There may also be occasions where incidents occur in the classroom or in and around Academy which require the Head of School (HOS) or Executive Headteacher (EHT) to be involved. On these occasions the incident will be logged alongside detail surrounding what action/ sanction has been taken. Intervention by senior leadership is only required in instances where the child may be at risk of harm or has harmed others. This also makes clear the seriousness of the incident to the children. The leadership team know it is important the children realise that each day starts afresh with everyone starting the day on a positive point. All discussions surrounding behaviour are centred around making clear boundaries so that we provide a safe, challenging and fun environment for all.

### Individual Behaviour Plans

When acute SEMH needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis. This will form an Individual Behaviour Plan.

Where a child's behaviour is causing serious concern the teacher(s) of that child's group may consider it appropriate for that child to follow an individual behaviour plan. In such cases parents / carers, teaching staff and the family support worker will work together with the child to produce a small number of positively framed targets.

These targets will be recorded on an Individual Behaviour Plan monitoring record. The use of the Individual Behaviour Plan should be reviewed as and when considered appropriate by all involved in its inception and use. The frequency and manner of check ins and reports will be planned with the child's needs in mind and adapted when required.

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

### **Persistent Poor Behaviour & Serious Incidents**

As an Academy we will do everything within our power to work with individual pupils, parents and outside agencies to improve a child's behaviour. Fixed term suspension or in some cases permanent exclusion<sup>2</sup> will come about after much consultation with all those involved.

The exception to this will be any form of serious assault or violent behaviour which threatens the safety of pupils or members of staff. In such cases the HOS & EHT reserves the right to permanently exclude a pupil with immediate effect.

### **Procedures for Breaktimes and Lunchtimes**

The Academy has in place a Play Policy which is followed at lunch and break times which identifies specific procedures to follow which are specifically designed to enhance play and to minimise behaviour issues at breaktimes.

Children should have the opportunity to eat their lunch in a calm and orderly atmosphere. As teaching staff are not required to supervise children at lunchtime the general supervision of the children is delegated to the Lunchtime Supervisory Assistants under the general direction of the Lead LSA and Play Lead<sup>3</sup>.

Poor behaviour at lunchtime will often result in a poor start to the afternoon session. It is therefore essential that the lunchtime session is conducted in a reasonable manner.

Lunchtime supervisors are provided with equipment to encourage and enhance the children's play. They also have access to the school Trackit Light system so they can reward and sanction in line with the policy.

The Lunchtime Supervisors will have a regular meeting with the Play lead to discuss any current matters relating to lunchtime.

Unacceptable behaviour at breaktime and lunchtime will be dealt with following the whole school behaviour system as outlined. Supervisors will also inform teachers of this conduct at the end of lunchtime when they collect their classes from the playground.


Repeated adverse reports specific to lunchtime behaviour may result in the Academy suspending the child from the Academy at lunchtime for a fixed period. Further problems will result in the parents being called back into Academy and further longer period of suspension imposed.

A lunchtime suspension will mean that the child is unable to return to the Academy until five minutes before afternoon school begins.

<sup>2</sup> permanent exclusion will be a last resort

<sup>3</sup> This is further overseen by the HOS



Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

In serious cases where pupils have been aggressive towards each other either at lunchtime or in the school day then a period of fixed term suspension may be enforced. Any form of aggression (fighting) between pupils is unacceptable and will not be tolerated.

In cases of extreme behaviour e.g. physical assault, the HOS & EHT has the right to permanently exclude immediately in-line with the policy previously stated.

### **Promoting Positive Behaviour**

Within the curriculum the Academy will promote positive behaviour through inclusion in PSHE, assemblies, and subject areas, as appropriate, and general class discussion.

It is the responsibility of all within the Academy to maintain the ethos which has been agreed. Pupils need good models from adults. As staff of the Academy, we are committed to:

- Drawing attention to good behaviour.
- Giving clear and regular reminders of what is expected.
- Teaching good behaviour / manners.
- Setting a good example ourselves, in terms of manners, courtesy and care.
- Dealing with incidents of poor behaviour in a calm, professional manner.

### **Physical Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES: Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff. <sup>4</sup>

Physical Restraint is NOT used in this school however, it may be reasonable to interpose in exceptional circumstances if a pupil is placing themselves or others in danger. The actions that we take are in line with government guidelines on the restraint of children.

### **Recording Incidents**


It is important that there is a written report of any occasion where force is used. Immediately following any such incident staff should inform the HOS or senior member of staff and provide a written report as soon as possible afterwards which should include the following information:

- Name of pupils involved,
- where incident took place.
- Names of staff, pupil witnesses.
- The reason force was necessary.

---

<sup>4</sup> Ref: DFE-00295-2013



Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	February 2025	Review date:	January 2027	
Policy Owner:	Principal - HOS	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

- How the incident began and progressed.
- The pupil's response and outcome of situation.
- Details of any injury sustained by pupil, other pupil or member of staff, or damage to property.

### Remote Learning Expectations

On some occasions it may be necessary for pupils to access learning when at home. Whilst learning within the home environment all children will be expected to adhere to specific behaviour expectations.

By accepting any live meeting ID and joining the meeting, with parental responsibility, you agree to the terms set out in this document:

- Live sessions are only to be accessed by a device in a suitable communal family space.
- Live sessions should ideally be supervised by adult to deal with any technical difficulties.
- All pupils should aim to complete the learning set daily.
- All attendees should be dressed appropriately.<sup>5</sup>
- Recording, photos or screenshots of the live sessions are not allowed by participants.
- Understand that the adult leading the session will facilitate the meeting as they see most appropriate for all children.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- All pupils must speak appropriately to all adults whether remote learning or in the home.
- All attendees must use chat features appropriately.
- Be aware of your surroundings and mute when asked.
- Identify themselves on the live session with their forename and surname.
- The same behaviour expectations that are set within a classroom apply to live meetings and the teacher retains the right to terminate a pupil's participation.

<sup>5</sup> This also includes anyone who may be seen on screen in the background