

Acre View Primary School



Behaviour Policy

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as staff, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At our School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

Ready Respectful Safe

These are referred to and used regularly by all adults working in school.

Ready	Respectful	Safe
School Uniform Listening PE kit Ready in the line Ready to learn	Listen to others Good manners Right voice Right time Looking after people and things Represent the school Be kind and helpful	Keep hands feet, objects and unkind words to yourself Sensible walking around school Play with equipment safely

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The SEND Reform: Putting Children and Young People First (2026) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs.

Aims of the Policy:

- Ensure all children and young people, including those with SEND, feel **safe, valued and included** within their setting.
- Recognise that behaviour can be an expression of unmet needs, distress, disability, or barriers to learning.

- Respond to behaviour with **curiosity, empathy and support**, rather than punishment alone.
- Apply the **graduated approach** (Assess, Plan, Do, Review) when addressing behaviour concerns.
- Minimise the use of suspensions, exclusions and off-site provision, particularly for children with SEND.
- Ensure behaviour policies do not **disproportionately disadvantage** vulnerable learners or those with additional needs
- Ensure behaviour expectations are **clear, consistent and reasonable**, with adjustments made where required under SEND and equality duties.
- Apply policies transparently so children, families and staff understand what support is available.
- Equip all staff with training and guidance to manage behaviour in **inclusive, trauma-informed and evidence-based ways**.
- Ensure staff are not expected to manage complex behaviour alone, drawing on wider expertise when needed.
- Develop behaviour support **collaboratively** with parents, carers, and the child or young person.
- Integrate education, health and care input (for example through *Experts at Hand*) to provide holistic support
- Build children's **self-regulation, resilience and social skills** over time.
- Support long-term outcomes such as engagement in learning, positive relationships, independence and preparation for adulthood.

The behaviour policy aims to support children and young people to:

- Feel emotionally and physically safe in all areas of the school.
- Experience a calm, predictable environment where adults understand their individual needs.
- Know they are accepted for who they are
- Feel a strong sense of belonging within their class, school and community.
- Participate in learning and social activities in ways that suit their strengths and needs
- Communicate feelings, needs and preferences using speech, signs, visuals, AAC or other appropriate methods.
- Be supported when communication difficulties contribute to behaviour
- Learn and practise strategies to regulate emotions and behaviour, with adult support.
- Use personalised tools (for example sensory supports, movement breaks, calm spaces) to manage distress
- Experience clear, consistent routines that reduce anxiety and support engagement.
- Be supported through transitions using structure, preparation and reassurance
- Develop social understanding and relationship skills at an appropriate pace.
- Be supported to build positive interactions with peers and adults, recognising that this may look different for each child.

- Receive compassionate, non-judgemental responses during moments of dysregulation or crisis.
- Be supported through behaviour that challenges, rather than punished for it
- Receive personalised behaviour support plans where required.
- Benefit from reasonable adjustments and proactive strategies to reduce distress and escalation.
- Be supported to stay in school and access learning in ways that are meaningful and achievable.
- Avoid unnecessary exclusion, isolation or removal from learning wherever possible
- Develop independence, self-advocacy and life skills at an appropriate level.
- Be supported to prepare for future transitions, including further education, employment or adult life.

Meet and Greet

To establish a positive rapport with students each day it is vital that all teaching staff actively engage with their learners by welcoming them genuinely at the classroom door. This should happen every lesson and should signal a 'fresh start' for students.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and all efforts are valued.

Forms of rewards– some are expected, some suggested.:

1. **Verbal comments** of specific praise are given regularly by all staff. We aim for them to be clear and sincere.
2. **Class Dojo points** - These are awarded throughout the day and correlate with the school rules of Ready, Respectful, Safe. For the first 100 dojos awarded the child is given a fidget toy of their choice. 200 dojo is a £5 prize, 300 is £10 and so on. Children can choose their prizes with staff online.
3. **Celebration Assemblies** are held weekly to reward children who have consistently achieved in relation to one of the school values of Be Kind, Be Brave, Be curious. The Headteacher gives a special certificate for one child who has shown excellent behaviour/work-rate that week.
4. **Attendance** - Those children with 100% attendance each term can access rewards. 96% above attendance each term leads to a prize. 100% attendance each week is a sticker handed out by the Headteacher each week. Children who show a marked improvement in attendance can access rewards.
5. **Lunchtime Award** - Each week, lunchtime staff may choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.

6. **Praise Postcard** – Staff can choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home, so that parents/carers receive information and can celebrate their child's achievement.

7. **Phone calls home** – Staff are encouraged to make a phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.

8. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration

Behavioural Consequence System:

If a pupil is making poor choices, first quietly comment. E.g., "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Pick out and publicly celebrate someone who is doing the right thing. If this doesn't work, follow these steps:

Reminder	Remind the child of our school rules: "Ready, Respectful, Safe". Deliver this privately wherever possible.
Caution	Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime"
Time out	If the child continues to make poor choices, use the 30 seconds script (see below). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted). Make a note. KS1 = 3-5 minutes time out KS2 = 5-10 minutes time out
Calming time	The child may need a few minutes to calm down, breathe and look at time the situation from a different perspective. This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child
Repair	Use the repair script (see below) Log online, including the amount of break time missed. If, after using the script and being given a chance to calm down, the child continues to make poor choices, they will miss their entire next lunch break Those children on an individual plan, may have a bespoke approach to behaviour management which will be identified on the risk assessment form.

30 second script

Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want.

Walk away and write down what just happened, so that you can speak to the child about it when they are calm. Scripted response: "I have noticed you are..." (having trouble getting started etc.) "It was our rule about... that you broke." "You have chosen to..." (catch up with your work at break, come and talk to me at break etc.) Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening.

Repair script

1. **"What happened?"** Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. **"What were you thinking at the time?"** This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. **"Who has been affected?"**
4. **"How have they been affected?"** It is important that the child considers others and the impact of their behaviour.
5. **"What do you think about what happened now?"**
6. **"What should we do to put things right?"** This may not always be an apology as a forced apology is worthless.
7. **"How can we do things differently in the future?"**

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used inappropriate language. Within a reflection session children will focus on the key questions above and consider their responses. Children to complete sorry letters and discuss the reasons why they have had to say sorry and ways they could change/improve behaviour in the future. Children give the sorry letter to the child or staff member they have wronged.

Parents will be informed when there has been a serious incident, if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers or middle leaders as appropriate will have a discussion about the behaviour and share their parents the planned way forward. If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members may seek support from SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

If sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Time out
- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g., in a sporting event
- A requirement for a written apology
- Meeting with a senior staff member
- A letter or phone call home
- A meeting with parents
- A support programmes
- Time away from class
- Exclusion from school

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable.

Pupils who are pre-verbal

Give children alternative ways to communicate:

Visual Supports e.g.

- Picture cards (food, toilet, help, break)
- Visual timetables
- Choice boards ("this or that")

Gestures and Makaton

- Teach simple signs like *more*, *finished*, *help*, *stop*
- Always say the word while signing

Pointing and Leading

- Accept pointing, reaching, or taking your hand as communication
- Respond promptly to reinforce it

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on the safeguarding system.

Unacceptable behaviour, which may result in a Time Out or Reflection and in some instances exclusion, includes: Please note that this list is not exhaustive.

Examples:

- Failure to follow a reasonable instruction: Time out
- Non-completion of school work that could be reasonably expected: Catch up time
- Making unkind remarks: Time out or resolution
- Not speaking respectfully: Time out / resolution
- Moving around school in a way that falls below expected standards of general behaviour, e.g., running, shouting, pushing: Time out / resolution and reminders
- Not telling the truth: Time out / resolution / SALT support
- Inappropriate language and swearing: Time out / reflection
- Damaging property, including defacing property: Time out / reflection
- Stealing, including hiding another person's property: Time out / reflection / resolution
- Biting, spitting, hitting and kicking: Reflection / resolution / debrief
- Aggression to adults: Reflection / resolution / meeting with parents or carers
- Racist or derogatory comments that cause offence: Reflection / meeting with parents or carers
- Fighting or encouraging others to fight: Reflection / time out / resolution
- Forming gangs for the purpose of intimidating others: Reflection / loss of privileges
- Putting themselves, other children or adults at risk: Reflection / meeting with parents or carers / support from trauma support team

Exclusions – Statutory Expectations and Process

In line with current Department for Education guidance and best practice, the school recognises that suspension and permanent exclusion are serious interventions and will only be used as a last resort, where all appropriate strategies, interventions and support have been considered and, where appropriate, implemented.

Only the Headteacher (or, in their absence, the Deputy Headteacher acting with delegated authority) has the power to suspend or permanently exclude a pupil. Any decision to exclude will be made on disciplinary grounds only, and will be lawful, reasonable, proportionate and fair.

Prior to any decision to exclude, the school will carefully consider and document:

- The pupil's Special Educational Needs and/or Disabilities (SEND), including any Education, Health and Care Plan (EHCP)

- Whether appropriate reasonable adjustments have been made in line with the Equality Act 2010
- Whether the behaviour may be linked to unmet needs, communication difficulties, trauma or distress
- Any safeguarding factors which may be relevant
- The effectiveness of previous interventions, support strategies and behaviour plans
- Whether further support, external advice, or a review of provision is required

Where appropriate, the school will consider alternatives to exclusion, including:

- Additional pastoral or therapeutic support
- Enhanced behaviour support planning
- Involvement of external professionals
- Off-site direction to improve behaviour
- Managed moves (where appropriately planned and agreed)

The school will ensure that all decisions regarding exclusion comply with statutory requirements. This includes:

- Informing parents/carers without delay of any exclusion decision and the reasons for it
- Notifying the governing body and other relevant agencies where required
- Ensuring that exclusions are clearly recorded, including the rationale and evidence considered
- Ensuring that no pupil is excluded for an indefinite period

Where a pupil is suspended for more than five consecutive school days, the school will ensure that suitable full-time education is arranged from the sixth school day onwards, in line with legal duties.

The school recognises the importance of procedural fairness and transparency, and will ensure that all families are provided with clear information about their rights, including the right to make representations and to request a review where appropriate.

Safeguarding Separation (Not an Exclusion)

In exceptional circumstances, it may be necessary to temporarily prevent a pupil from attending the school site for safeguarding reasons, for example where it is necessary to keep pupils apart following an allegation of harm.

This is not a disciplinary exclusion and will be managed in line with safeguarding procedures. During such periods:

- The school will undertake a risk assessment
- Education will continue to be provided, where possible
- Parents/carers will be kept fully informed
- The arrangement will be reviewed regularly

This approach will only be used where absolutely necessary and will not be used as a substitute for exclusion.

Restricted Physical Intervention

At times a child may require moving to a safer area until they can calm and begin to regulate their disruptive or dangerous actions. The child will be monitored at all times and incidents recorded appropriately.

In line with the updated RPI guidance from 1 April 2026 , parents/carers will be informed in writing of any incident involving restricted physical intervention. This written notification will be provided via Class Dojo on the same day wherever possible, and always within 24 hours.

The communication will outline:

- a brief description of the incident
- why the intervention was necessary
- the steps taken to keep the child and others safe
- any follow-up support or actions planned

This ensures transparent communication and supports a consistent approach between school and home.

Restrictive interventions, including use of reasonable force, in schools:

[Use of reasonable force and other restrictive interventions guidance](#)

Jewellery

For health and safety reasons, we do not allow children to wear jewellery. The exception to this rule is small objects of religious significance or studs.

In the case of primary aged pupils, children are required to remove any items (including earrings) during PE lessons to prevent them from causing injury. Your child's class teacher will advise you when PE lessons are to take place so earrings can be removed. Please note: Teachers are not permitted to remove earrings.

Uniform

School uniform is a way of showing that the children and parents/ carers are READY, RESPECTFUL and SAFE, in line with our whole-school ethos. Some items of uniform can be bought with the School logo on, whilst other plain items are easily available, at very competitive prices, at local shops including supermarkets. A complete list of the items needed for school uniform, including those for P.E is available on the school website. Adaptations can be made based upon sensory needs.

Drinks and snacks

Pupils will have access to a cup or water bottle and drinking water throughout the day and staff encourage children to drink water regularly throughout the day.

Fizzy, caffeine and canned drinks **ARE NOT** permitted to be brought into school. Pupils have a variety of healthy snacks during the day. Sweets, biscuits and sugary snack **ARE NOT** permitted to be brought into school, except for very special events at the teacher's discretion. If they are brought into school, they will be given into the school office and returned at the end of the day.

Phones, tablets and smart watches

Phones, tablets and smart watches **ARE NOT** usually permitted onto school, to prevent any breakages, unless some exceptions are made for pupils at the discretion of the Head Teacher/ SLT, e.g., older pupils. They must be handed in to reception at the beginning of the day and returned to escorts/ parents / carers at the end of the day.

The use of AI (Artificial Intelligence) within our organisation.

All staff are responsible for ensuring AI is used safely, ethically, and effectively to support pedagogical, administrative, and operational functions, while rigorously upholding our duties regarding student well-being, data protection, and professional standards.

As a specialist provision for children and young people who have complex social and emotional needs, children with SEND and who may be particularly vulnerable; the application of AI requires heightened consideration of individual communication styles, sensory needs, processing differences, and potential vulnerabilities. This aligns with statutory guidance including Keeping Children Safe in Education (KCSIE), the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 (DPA 2018), and the SEND Code of Practice.

For the purpose of this policy, AI refers to systems performing tasks typically requiring human intelligence (e.g., Large Language Models (LLMs), chatbots, AI-powered assistive technology, content generators). Primacy of Professional Judgement: AI tools are supplementary aids and must not replace staff expertise, pedagogical understanding, knowledge of individual student needs, or therapeutic relationships. Staff remain responsible for evaluating and adapting any AI-generated output.

Data Protection and Confidentiality: Strict adherence to UK GDPR, DPA 2018, and the Charity's Data Protection Policy is mandatory. Protection of student Personally Identifiable Information (PII) and sensitive personal data is a fundamental requirement.

Ethical and Responsible Use: AI must be used ethically, transparently, and without bias, promoting equity and inclusion for learners.

Authorised Use Only: Please see additional **AI Protocol List**.

Unacceptable Use

The following uses of AI by staff are strictly prohibited:

- Inputting PII or sensitive pupil data into non-approved/public AI tools (Critical Breach).
- Using AI to generate personalised pupil plans (e.g., EHCPs, Individual Education Plans (IEPs), Behaviour Support Plans, Risk Assessments). Professional judgement and knowledge of the individual student remain essential for these documents.

- Employing AI to make high-stakes decisions regarding pupils (e.g., assessment outcomes, placement decisions, disciplinary actions).
- Relying on AI for real-time interpretation of pupil's behaviour; communication or emotional states. This requires nuanced human understanding and established relationships.
- Substituting essential human interaction, teaching, or therapeutic support with AI.
- Using AI tools without due care to potential errors and inaccuracies.
- Violating academic integrity or professional standards by presenting AI-generated content as original work without appropriate acknowledgement or adaptation.

AI: Staff Responsibilities & Training

All staff must read, understand, and adhere strictly to this policy.

Staff must complete mandatory training provided by the school on the safe, ethical, and data-

compliant use of AI tools in our specific educational context.

Staff must exercise professional judgement and extreme caution regarding any data input into AI

tools, particularly concerning student information. The default position must always be maximum data privacy.

Staff must consult the AI Lead, HT, DSL, DPO or DDSL if they are in any doubt about the appropriate, safe, or compliant use of any AI tool.

Organisational Responsibilities

The School (Senior Leadership Team - SLT) will ensure appropriate and relevant training on this policy and AI use is provided to all staff.

The HR Team, School, via the Headteacher and DSL, will undertake necessary due diligence and vetting processes, including data protection impact assessments where required.

Non-compliance with AI policy, particularly breaches relating to data protection and unacceptable use, will be treated extremely seriously and may result in disciplinary action in accordance with the Trust's Disciplinary Policy and Procedures, up to and including dismissal. Breaches involving personal data may also need to be reported to the Information Commissioner's Office (ICO).

Behaviour policy reporting and recording of incidents:

What to log on CPOMS:	Where and how:
Racism Child on child abuse Bullying including cyberbullying Online safety concerns Any form of potential harm or abuse Change in behaviour	On CPOMS as a cause for concern
Significant damage to property Without RPI	On CPOMS as a cause for concern
Spitting	On CPOMS as a cause for concern

Hitting Kicking Throwing objects with intent to harm Using objects as a weapon Without RPI	
If a member of staff wishes to log an incident due to concern (this can include patterns of behaviour and trends)	On CPOMS as a cause for concern
Any RPIs	CPOMS as an incident report
Physical management	Blocks Guiding Escorting Shepherding Standing turn front Standing turn rear
What is not logged as a matter of course:	Details:
Low level behaviours	Walking out of class Swearing Refusal to work Arguments