The Legacy Learning Trust
Abingdon Primary School

Behaviour Policy

Status & Review Cycle	**Term**	**Year**
Last Review Date/Policy Adopted	Autumn Term	2026-2027
Next Review Date	Autumn Term	2027-2028
Lead	Mr Cooper	

This school is an academy within The Legacy Learning Trust.

The Legacy Learning Trust

Contents

1. Aims 3
2. Legislation and statutory requirements 3
3. Definitions 4
4. Bullying 5
5. Roles and responsibilities 6
6. Student code of conduct 7
7. Rewards, sanctions and support 9
8. Suspensions and Permanent Exclusions 16

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

: This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, movement around school between lessons, and at playtime and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or effort

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Refusal to follow a reasonable request from a staff member
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking including use of e-cigarettes or 'vapes', shisha pens for the purposes of 'vaping'
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives, weapons or other articles which could be used to commit an offence or cause harm, injury or damage to persons or property
    - Alcohol, cigarettes, 'vapes' or e-cigarettes
    - Illegal drugs or drug paraphernalia
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Behaviour in the community, including on the way to and from school, which may bring the name of the school into disrepute.
- Certain inappropriate use of mobile devices including the setting up or use of any social media accounts for the purpose of harming or insulting staff, students or members of the community or any actions online which may be deemed to bring the name of the school into disrepute.

Any instances of serious misbehaviour will lead to a sanction and could, in the most serious cases, lead to permanent exclusion of the student.

4. Child on Child Abuse (COCA

Children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to**:**

• **Bullying** which is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against;

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

• **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• **Sexual violence**, such as rape, assault by penetration and sexual assault

• **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse

• **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

• **Sexting** (also known as youth produced sexual imagery)

• **Initiation/Hazing** type violence and rituals.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying and safeguarding and child protection policies which can be found on the school website.

The school's anti-bullying policy includes details on

- How students, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school supports students who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and local councillors (formerly governors) in preventing and handling bullying

5. Roles and responsibilities

5.1 The Local Governing Body

The Abingdon Primary School Local Council is responsible for reviewing and approving the written statement of behaviour principles and is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and delivering this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that does not adhere to the pupil code of conduct. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on CPOMS as appropriate and informing parents significant behavioural incidents

The Senior Leadership Team (SLT) and TAC team will support staff in responding to behaviour incidents and in promoting a positive learning ethos.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly.

6. Pupil code of conduct (School Rules)

- Always keep your hands and feet to yourself
- Always be respectful, polite and have good manners
- Always listen to other people and be kind to them
- Always be honest
- Respect property of the school and others

We believe that by expecting staff and pupils to follow these rules they will develop

- Self confidence
- Self discipline
- Next door neighbour qualities and traits
- A respectful school community

By adhering to the pupil code of conduct pupils will uphold the values of the ARCH:

Aspirations - Be the best you
Resilience - Be positive
Commitment – Be ready
Harmony - Be kind

6.1 Expected behaviour from all pupils

All staff should constantly and consistently emphasise the importance of high standards of behaviour and should ensure that the pupils are familiar with the following:-

6.1.1 **Entry into School** – Pupils must enter by their class door entrance on time (in school before 08.40 in preparation for 8.45am registration)

6.1.2 **In corridors** - Pupils should walk in an orderly manner. Doors should be held open for others with courtesy and respect encouraged at all times.

6.1.3 **Inside a classroom** – Pupils will adhere to the code of conduct and follow the direction of staff and adults without question.

6.1.4 **Play time/Lunchtimes** – We expect all pupils to uphold the highest standards of behaviour during lunchtime. A whistle will sound at the end of lunch to prompt pupils to stand still. the second whistle will indicate movement towards their lining up spots.

6.1.5 **Dining hall expectations -** Be RESPECTFUL to all staff, children and equipment.

- Remember to stay in your seat.
- Empty your mouth before speaking.
- Say please and thank you.
- Put your hand up if you need help.
- Exit through the nearest door.
- Correctly use your knife, fork and spoon.
- Talk quietly to the people around you.
- Finish your main meal before starting dessert.
- Until you are sitting down, stay in line.
- Leave the hall as soon as you have had your tray cleared.

6.1.6 **Care for the School** - Students must not mark the walls or desks etc. They should put litter in the bins provided. Students should place left over food or rubbish into the bins aiming to help keep dining hall clean and tidy whilst demonstrating the pupil code of conduct.

6.1.7 **Eating** - Eating and drinking at lunchtime is not allowed anywhere in school other than the dining hall. Students can drink water which is freely available in school.

6.1.8 **Equipment,** - Pupils should not bring personal equipment/toys to school. Great care should be taken with school books and other equipment. Pupils should also bring a school bag/book bag each day.

6.1.9 **Good manners** – Pupils are expected to behave in a reasonable, caring, considerate and courteous manner at all times. They should always talk to each other and to staff in a polite manner, demonstrating the ARCH values.

6.1.10 **Toilets** - Pupils are encouraged to visit toilets at break, lunch (but we understand younger children may need to go during learning time) rather than during lessons. I

6.1.11 **Litter** – We expect all pupils to respect our school community by depositing litter in the numerous bins which are provided in all classrooms, toilet areas and in designated areas of the yard.

6.1.12 **School Teams/School Trips** – Any pupil who is to represent the school either in a sports team (, a club or on a trip are regarded as ambassadors for the school. For that reason we expect the highest standards of behaviour and effort from those students at all times. Students not showing exemplary behaviour and effort may have their places on teams/activities/trips revoked. This will be at the discretion of the Headteacher. The school is not obliged to refund any deposits lost on trips as a result of poor behaviour or effort.

6.1.13 **Local Community** – All pupils represent the school when they are wearing the school uniform. For this reason we expect all students to be mindful of this and treat members of the public with the utmost respect including on local buses, in shops, and on the way to and from school. Pupils can expect to receive a sanction if they are found at any time:

- To be bringing the name or reputation of the school into disrepute
- Be involved in something which could have repercussions for the orderly running of the school
- To pose a threat to another pupil, staff member or member of the public

Abingdon Primary School takes the behaviour and conduct of the students in the community very seriously and asks all members of the school community to maintain the highest levels of conduct, displaying our core value of the ARCH at all times. Any breach of the Behaviour Policy in the community may result in a sanction, and in the most serious cases, could result in permanent exclusion from the school.

Abingdon Primary School reserves the right to share information with the police and other local agencies in the identification and support of young people involved in anti-social behaviour and criminality outside of school at any time. This will be done in accordance with the schools Data Protection Policy.

6.1.14 **Social Media –** Pupils are reminded that in accordance with the Acceptable Use Policy, any breaches of the school behaviour policy on social media or other online platforms could be defined as serious misbehaviour and may result in an appropriate sanction which, in the most serious cases, may result in a permanent exclusion from the school.

6.1.15 **Mobile Phones** – Abingdon Primary School permits home walkers to leave devices at the front office to be collected at the end of the day.

6.2 **Uniform and appearance –** Abingdon Primary School is justifiably proud of its image within the community and our reputation for maintaining high standards of uniform has been hard earned. Staff have a particularly important role in maintaining high standards of uniform and school will support families struggling with hardship. Please refer to the Uniform Policy for more information.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Adapt the physical/emotional environment to regulate children so they are ready to learn
- Adapt the resources and provision so children can access the curriculum and opportunity to thrive
- Model and reinforce school rules (Pupil code of conduct)
- Establish the non-negotiable classroom rules at the start of each academic year and re-visit at least half-termly to support mobile children
- Develop a positive relationship with pupils, which will include:
    - Greeting pupils at the start of the day and after lunch
    - Establishing clear routines and catch pupils doing the right thing
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour and tackling poor behaviour using the principles of PIP/RIP (Praise in Public/Remand in Private)
    - Using language of de-escalation (PACE)
    - Adhering to classroom behaviour flowchart
    - Concluding the day positively and starting the next day afresh
    - Using positive reinforcement.

7. Rewards, consequences and support

7.1Rewards

Positive behaviour will be rewarded and celebrated within the school community and with parents where a child has demonstrated the values of the ARCH.

- **ARCH Points –** Pupils are awarded ARCH points throughout the school day for demonstrating values and behavior linked to the pillars that uphold the school's vision. These are recorded as class dojo points. ARCH points should not be given in multiples.

- **Positive praise** – Staff are encouraged to recognise and reward positive behaviour through verbal and non-verbal feedback.

- **HT/DHT sticker –** Pupils can be sent to the HT/DHT in recognition for work or behaviour that has gone above and beyond the expected

- **Attendance and Punctuality Awards** - are presented termly and annually to pupils with outstanding attendance and punctuality whilst recognition is also given to improving or improved.

- **ARCH Assembly –** Pupil of the week in each year group is awarded a certificate for demonstrating ARCH values at a celebration assembly

- **Weekly ARCH trophy**- A trophy is awarded to a pupil that has gone 'above and beyond' with regards to the ARCH values. This is awarded by the Head Teacher or Deputy Head Teacher on a weekly basis.

- **Internal reward systems** – Staff are able to develop and use own internal class reward systems to promote and reinforce positive behaviour

- **Celebration of Achievement** - the major awards ceremony of the academic year where students of all ages receive trophies, certificates and other awards for their achievements during the year.

- **TAC Team Feedback** – Pastoral Support Assistant/Wellbeing Lead maintain contact with parents to discuss positive attainment and achievement.

- **Social Media** – Social media outlets update parents and the local community with successful educational, residential and academic progress within the school community

- **Trophy Assembly** – celebrating achievements across the curriculum and the ARCH every term

7.2 Support

No two children will ever be the same and some will be more different to others. Fairness isn't giving everybody the same thing, but giving individuals what they need.

When children do not follow school rules in line with ARCH principles, this is dealt with in a supportive and fair manner. As every child is an individual, consideration needs to be made with regards to the appropriate supportive strategies.

Universal Offer of Supportive Strategies.	
PACE (Playful, Acceptance, Curiosity, Empathy)	Caring touch
Verbal advice & support	Planned ignoring
Reassurance	Time in – change of environment
Time in directed with adult	Fresh face
Humour	Motivational rewards
Negotiation	Now and next boards
Step away	Daily check in
Positive praise (Stickers, ARCH points)	Transitional objects/Holding in mind
Distraction	Movement break
Noise canceling devices	Sensory Room/Soft Play
	Fidget toys

When a child is displaying challenging or unusual behaviours we always think; What has happened to you? NOT What is the matter with you?

Restrictive Intervention

See Use of restrictive interventions policy (TLLT 2026)

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions (linked to in section 2 of this policy).

- Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger or
- blocking the doorway of a child who is trying to leave a space and in doing so may be harmed or harm others
- Standing between pupils to prevent a fight

- Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- A staff member guiding a pupil away from a situation that is causing significant dysregulation
- Staff breaking up a fight between pupils
- A staff member restraining or physically intervening to prevent injury to the pupil, or others

- Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- Restraint to support regulation when a pupil is attempting to harm themselves or others
- Removing a pupil's crutches
- Team teach techniques used by trained staff

- Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

See section 3.2 of **Use of restrictive interventions policy** for more information on seclusion.

- A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

See section 3.1 **Use of restrictive interventions policy** for more information on appropriate physical contact.

Recording

Incidents where restrictive interventions have been used should be reported to the Headteacher, or in his absence the Deputy Headteacher/Assistant Head Teacher.

A Restrictive Intervention Form must be completed within 24 hours after the incident signed by the Headteacher and a scanned copy placed on CPOMS.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint (for authorised staff only), as part of the ongoing professional development programme.

Confiscation, Searching and Screening

Any prohibited items (listed in section 3) found in students' possession will be confiscated.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search for any prohibited item set out in section 3 of this policy.

The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, inclusion support and the bungalow to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.3 Warnings and consequences

As a Thrive school we understand that behaviour is a form of communication. however at times there does need to be a consequence so children are able to understand there are implications to not following rules. This is to ensure children are prepared for life in wider society.

Teachers use the following set of classroom warnings and consequences to maintain classroom expectations.

Warning verbal or non verbal



Final warning with consequence explained



Complete work in change of environment (partner class)



'Time in' with a member of SLT or TAC team



Behaviour monitoring report



Internal reflection

Time in
A child may need help to regulate themselves or some time away from the classroom/playground with an adult. At Abingdon the SLT and TAC team are readily available to support and the wellbeing area can be accessed by pupils who need some additional support or time to reflect

Behaviour Monitoring Report

A child may be placed on report by The Headteacher, Deputy Headteacher, Assistant Headteacher. Wellbeing Lead/PSA will follow up and issue report card and inform parents stating the reason. When on report pupils will have all privileges removed and must successful pass the report each day achieving 5/8 smiley faces for a five day period.

Internal Reflection:
The Headteacher, Deputy Headteacher, Assistant Headteacher (Behaviour) have the sole power to refer pupils to an internal lunchtime reflection which will take place in the Head/Deputy Head office. Pupils will eat with a member of staff and then complete any work or read for the duration of lunchtime.

8.Suspensions and Permanent Exclusions (please separate policy)

Suspensions (formerly Fixed Term Exclusion) from school:

There is a separate policy for exclusions and how they are administered at Acklam Grange School, this can be found on the school website. Suspensions are always a last resort and will occur for instances of serious misbehaviour.

The Headteacher, has the sole power to suspend students from school. In his absence, the responsibility passes to the Deputy Head Teacher. Staff will be expected to provide work for students who are excluded from school.

Permanent Exclusion:

The decision to permanently exclude a student is never taken lightly but will be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school or within the school community.