



BEHAVIOUR POLICY

In force with effect from September 2024

Presented to:

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¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

CONTENTS

	Pages
1 INTRODUCTION	3
2 AIMS	3
3 EMOTION COACHING	4
4 HIGH EXPECTATIONS	5
5 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES	6
6 REWARDS AND SANCTIONS	6
7 RESPONDING TO PREJUDICE-RELATED INCIDENTS	9
8 PARENTAL CONCERNS	9
9 EXCLUSIONS	9
10 PROCEDURES FOR SUSPENSION (FIXED TERM EXCLUSIONS)	9
11 PROCEDURES FOR PERMANENT EXCLUSIONS	11
12 PARENT PARTNERSHIP	12
13 MONITORING	12
14 MONITOR AND REVIEW	12

1. INTRODUCTION

The Headteacher and SLT will have overall responsibility for the behaviour and relationships of children within our school. The day-to-day implementation of the policy is the responsibility of everyone within our whole school team: teachers and support staff. We want to provide a positive image of good relationships between adults who work for the school, and between adults and children. All adults have a responsibility for behaviour and are expected to follow our 'no shouting and no intimidation' culture, and ensure they treat others with respect and kindness. All adults should demonstrate consistent, calm adult behaviour. This includes supply staff, volunteers and visitors.

We are committed to supporting children to become emotionally, creatively, socially and academically successful. Through our PSHE lessons, assemblies and class conversations we seek to instil the positive learning behaviours and life skills that will ensure our children become good citizens of our school and the wider community.

High expectations of the children were central to our approach. All children are expected to behave and learn in a responsible way and adhere to core values of the school as exemplified by our Academy motto, **Work Hard. Be Kind. Be Brave.**

At MDPA we teach children the following core skills for learning behaviours through our Learning Toolkit:



Our Learning Toolkit is utilised in everyday learning opportunities and focused upon during whole school assemblies.

At MDPA we believe that all must be treated fairly regardless of their gender, race, background or religion so that good relationships are promoted throughout the Academy and we create an ethos of kindness and consideration. We want an Academy that is free from any form of racism or bullying.

At MDPA relationships between all are considered key to providing a calm and purposeful learning environment, where everyone is valued. This is consistent throughout school.

2. AIMS

- For pupils to experience positive, supportive consistent relationships within school
- For pupils to develop acceptance of responsibility for their own actions
- For school to promote an ethos which promotes positive behaviour and mutual respect
- For all staff to treat children fairly and consistently
- For pupils to develop emotional language and staff to encourage their emotional development and self-regulation through emotion coaching
- We aim for our children to be ready, respectful and safe

3. EMOTION COACHING

As a school, staff have all received training in the use of Emotion Coaching which is a technique that helps children to understand and regulate their feelings and actions. It allows children to learn how their emotions work and how to adapt these feelings in healthy ways.

H..E..L..P strategy

We encourage staff to use emotion coaching language to support children to understand their feelings and identify alternative actions and choices next time:

H – Highlight their emotions and label it... I can see you are.....

E- Empathise to let them know the feeling is okay It's okay that you feel...

L – Limit setting to remember the rules But we have rules to keep everyone safe...

P- Problem solve and give advice for next time Next time you feel.... You could.....

Strategies for promoting positive behaviour

- Setting clear and consistent rules as a class – at the start of the year set rules and boundaries with the class based on this policy, giving children ownership and responsibility for their behaviour.
- Public praise and private criticism – public acknowledgement of good behaviour can be very powerful. Criticism should be made as private as possible as lowering a child's self-esteem is likely to increase poor behaviour – if not now, then later.
- Three positives before a negative – aim to have made three positives about a child/class before a negative. In class, aim to have noted three children displaying positive behaviours before criticising a behaviour.
- Acknowledge feelings – children often misbehave because they feel upset or frustrated. Using emotion coaching techniques will support this
- Give them a choice – being given choices increases a child's a sense of independence which will increase their self-esteem
- Being consistent – Children need the work environment and behaviour management and expectations to be as consistent as possible, this makes the child feel safer and therefore less anxious
- Model desired behaviour – model the behaviour you expect – respect, fairness, kindness, how to apologise and resolve difficulties fairly and amicably.
- Listen to children – don't over-react. Listen to children and make them feel significant. Make children aware that you recognise their feelings (emotion coaching) and ensure you follow up concerns or complaints, even if you need to say you will follow it up later. There are class worry boxes.
- Maintain frequent contact – scan the class, pre-empt any behaviours that may occur. Check –in regularly with children who find concentration tricky and give short and achievable targets.
- Catch them being good - this can be hard with some children, but usually more important for them than for many others.
- Think about key points in the day when behaviours can escalate and prevent this – transitions between parts of the day e.g. going out coming in from play, walking to and from lessons/ different areas of school, home times. Keep these times calm and ordered and set clear rules, expectations and boundaries. Be on time, be ready, be consistent.

- Use of voice – keep the situation calm and the child open to listen. Be aware of your tone of voice and using it appropriately (no shouting, no intimidation approach)
- Fantastic walking – hands clasped behind back and walking tall – see it, praise it and encourage it.

Hints and tips for supporting regulation of emotions and behaviour

- Give appropriate cool down time – for you and the child. It is difficult to think clearly and regulate your reaction if you – or the child’s ‘lid is flipped’.
- Be assertive but not aggressive.
- De-escalate natural tension using a Low, Low, Slow use of voice (Low tone, low volume, slow speech). Use less language and allow processing time.
- Communicate frustration (briefly) on the issue at that point, don’t bring up other issues or be reactive to the child based on previous problems.
- Ensure you always engage in repairing and rebuilding a relationship with the child at a later stage that day (or first thing the following day if this is not possible). It is crucial that the staff directly involved in the incident(s) take the initiative at this point – with support from senior staff where necessary.
- If possible, keep criticism private – do not discuss children’s behaviour with others in front of the child – or other children.

4. HIGH EXPECTATIONS

4.1 Classroom Behaviour

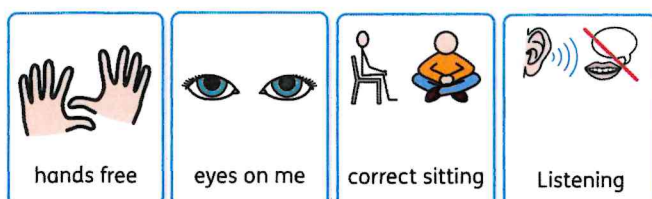
We use positive language when we talk to children and the emphasis is on learning not behaviour management. Our teachers ensure that children are engaged by excellent teaching combined with an engaging, creative and relevant curriculum where all activities are well planned. Low level disruption, such as talking whilst others are talking is not accepted, this ensures that our classrooms are calm, purposeful and free from distractions.

4.2 Rituals and Routines

We have a several agreed rituals and clear routines that should be followed by staff and children. Examples of this are our expectation of a correct school uniform, restriction on hairstyles and cuts; the expectation of calm and silent walking through corridors and the encouragement of appropriate and polite greeting from staff and pupils.

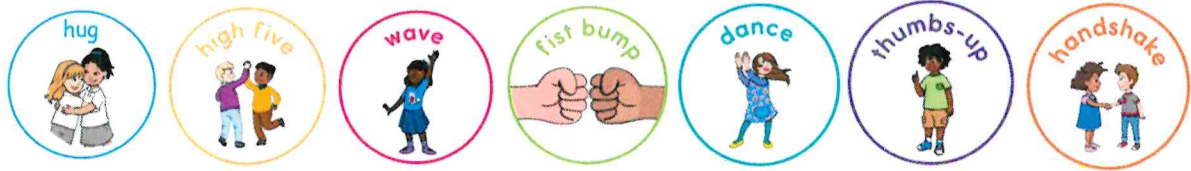
We take a whole school approach to behaviour management that is applied by all adults in school. When all staff positively and consistently promote these behaviours and lead by example, it fosters a calm and productive environment.

Visual display prompt cards in each class/work area will remind children of the 4 stages of behaviour expectations:



4.3 Power of Connection

At MDPA we believe the teacher-student relationship is an integral factor in creating a positive and nurturing learning environment. When students feel connected to their teachers, they are more engaged, motivated, and eager to excel academically. We foster a sense of belonging and safety by creating a positive and welcoming environment from the beginning, encouraging students to actively participate and engage in the learning process. Students may face various challenges outside the classroom. By building connections with them, school staff provide the emotional support and understanding needed to navigate these challenges, fostering overall well-being. At MDPA we start every day positively through the use of our welcome greetings:



5. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Our school intends to promote consistently high standards of behaviour and provide the necessary support so that all children can achieve and thrive, both in and out of the classroom. We aim to create a calm environment that will benefit children with SEND to learn. We recognise that some behaviours need to be considered in relation to a child's SEND needs. It is expected that staff will be fully aware of their pupils' learning, communication, physical and/or social, mental health and emotional needs and will plan their lessons accordingly.

Children with SEND may need a different, more personalised approach, which includes making relevant reasonable adjustments in response to pupils' individual needs, such as preventative support to reduce likely triggers of misbehaviour. We will also consider whether a pupil's SEND has contributed to the misbehaviour and whether any reasonable adjustments need to be made to the sanction imposed.

Where there are concerns about persistently disruptive or withdrawn behaviour, staff will consider whether this is due to unidentified learning difficulties or whether a multi-agency approach is required. Staff must seek advice from the SEN team or Senior Leadership Team and, in exceptional circumstances, a Behaviour Support Plan (BSP) may be put in place detailing specific strategies and de-escalation techniques to help the pupil modify their behaviour. This will be reviewed regularly and shared with parents. In response to pupils who present significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support, such as Behaviour Panel.

6. REWARDS AND SANCTIONS

Our aim is for children to make positive choices without the need for rewards or sanctions. However, we employ a simple reward and sanction system which supports children on their journey to become intrinsically motivated to behave well. Senior leaders ensure that rewards and sanctions are consistent across classrooms.

6.1 Rewards

We reward positive behaviour (linked to our Academy motto and Learning Toolkit). Teachers link these rewards to effort rather than to outcome.

The possible rewards are as follows:

- Specific verbal praise
- Class and Individual Dojo points linked to our motto and learning toolkit

- Stickers awarded by senior staff
- Recognition in assembly
- Positive postcards sent home

We adopt a 'new session, new start' approach. Each new session will start at stage 1.

Stage 1 – Non-verbal reminder:

Children will be given a non-verbal reminder such as eye contact as a gentle reminder about behaviour.

Stage 2 – Verbal reminder:

Children will be given verbal reminders, and it will be explained why their behaviour is not acceptable. Staff will first label the behaviour and expectation, e.g. *Joe, you are talking at the moment, I need you to be listening*'. Then, they will be informed that should they choose to continue with their inappropriate behaviour, they may need to move. Examples of behaviours that warrant a verbal reminder:

- Not following adult instruction (when fully understood)
- Not following class or school rules (when fully understood)
- Uncooperative behaviour during group work (refusing to share, take turns, listen to others)
- Deliberately distracting or provoking others
- Failing to complete work through lack of effort
- Inappropriate comments

More severe disruption can be fast-tracked to Stages 3 or 4

Stage 3 – Time out

Children will have Time out in another class, usually a partner class within their year group. They are expected to complete their work and return at the end of the lesson to their own class teacher who will go through the behaviour choices, using emotion coaching and restorative conversations. Examples of behaviours that warrant reflection time are:

- Ignoring earlier verbal reminders and continuing with the same inappropriate behaviour
- Not following adult instruction AND causing considerable teaching time to be lost
- Deliberately disrupting or provoking others so that learning time is lost
- Inappropriate comments or actions to adults
- Causing disruption to learning time

Stage 4 – SLT intervention

SLT intervention may be needed when a child is involved in a serious incident or when behaviour has caused continual disruption to learning. Children will not return to class until ready, respectful and safe. SLT will use restorative practices and make decisions about any further actions necessary by the child or teacher. Children should complete their class work and the behaviour incident will be recorded by SLT using CPOMS. SLT will contact parents and explain the child's behaviour choices where deemed appropriate. Examples where an incident may go straight to Stage 4 include:

- Stealing
- Risk to a child's safety
- Risk to an adults' safety
- Racist, sexualised or homophobic actions or language
- Drugs, weapons or other inappropriate objects on site
- Serious damage to property (or intent, e.g. throwing furniture)

Manor Drive Primary Academy employs trauma informed practice and uses emotion coaching, restorative practice principles and trusted adults to support coregulation and self-regulation of feelings and behaviours. Restorative Practice and Emotion Coaching encourage people to take responsibility for their actions and repair any harm that they have caused. Its use has been found to reduce behavioural difficulties, improve achievement levels, and develop emotional literacy. Our restorative conversations follow the three steps:

Step 1	Step 2	Step 3
What happened?	Who has been affected by this?	What needs to happen now?
Story Telling	Impact	Solution Focused

6.2 Other sanctions

- Children may be also kept in at playtimes to re-do unacceptable work where it is clear that they have not worked to their best ability.
- Sent to a member of senior staff.
- Fixed term suspension.

6.3 Staff never:

- Use swear words, scare tactics, insults, words like stupid, idiot or any racist comments.
- Use humiliation, embarrassment, intentional public shaming or personal criticism.
- Stand children in the corner or make them stand outside the classroom or staffroom.

Staff must refer to other policies that relate to behaviour management such as the Bullying Policy, “The Use of Force to Control and restrain Pupils” and our Child Protection policy and guidance.

7 RESPONDING TO PREJUDICE-RELATED INCIDENTS

The school’s procedures for dealing with prejudice-related incidents is detailed in full here: [Responding to Prejudice-Related Incidents Policy](#) and should be read in conjunction with this policy.

We want to provide every opportunity for children to learn to respect one another and celebrate the wide range of ethnic groups, cultures, language and religious beliefs that reflect our school community, and beyond. We recognise that prejudice-related incidents do happen and take them extremely seriously, recognising that they can cause harm to all those involved. We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean the incident did not cause harm. Our response will always aim to educate, so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

Members of staff will treat every issue seriously, respond immediately, reinforce the school’s position on discrimination and prejudice, focus on the perpetrator’s behaviour (rather than the person) and offer support to the victim to acknowledge their feelings and provide reassurance that the matter will be treated seriously. Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report it to the Headteacher/Designated Safeguarding Lead.

8 PARENTAL CONCERNS

Parents’ first point of contact is the class teacher, who is usually best placed to comment on their child’s behaviour. If an issue is not resolved, then they should see the Senior Leader responsible for the phase. On occasions, the class teacher or phase leader may refer the parent to a member of the Senior Leadership Team or Head Teacher if an issue raised is outside of their experience or is of a sensitive nature. Parents should avoid taking concerns directly to the Head or Senior Leadership Team out of courtesy to the class teacher, who

must be informed of issues surrounding the specific children in their care. In extreme circumstances an incident could possibly lead to suspension (fixed-term exclusion) or permanent exclusion.

9 EXCLUSIONS

Permanent exclusion will only be used as a last resort when all other sanctions in line with the Academy Behaviour Policy have been exhausted along with any other reasonable steps and adjustments. This could include being sent to another class, to Senior Leaders in the Academy, or to an internal exclusion (this is where the child will spend time in another class for a period of time).

Permanent exclusions may, on extremely rare occasions be the only possible response to a single incident of very extreme misconduct which if allowing the child to remain in school, would be to the serious detriment of the education and/or welfare of other students and staff.

In applying this Exclusion Policy, we will follow the latest guidance and advice from the Department for Education and the Local Authority.

Each incident of suspension will be recorded in a standard format, which should detail:

- The name of the student
- The Year Group and Class
- The gender of the student
- The ethnicity of the student
- The type of suspension
- In the case of fixed term suspensions, the number of days of which will be determined for suspension

10 PROCEDURES FOR SUSPENSION (FIXED TERM EXCLUSIONS)

The Headteacher will normally decide if a student is to be suspended for a fixed period. Where the Headteacher is absent, this power to exclude for a fixed period is delegated to the most senior member of staff on site. The Headteacher may withdraw an exclusion that has not been reviewed by the Governing Board.

Each individual case will be determined on its merit and circumstances will be investigated, considered and taken into account. The degree of severity of the offence, the frequency of occurrence and the likelihood of recurrence will be taken into account, as will the previous record of the student involved.

The behaviour of a student outside the Academy can be considered grounds for an exclusion.

If a student is to be suspended for the first time, the length of the suspension will normally be between 1-3 school days. Longer periods may be used for more serious offences, extreme circumstances or a reoccurrence of misbehaviour following previous fixed term suspensions.

Suspensions will be considered as an option where verbal or physical abuse is directed towards staff and student, the parents will be informed by telephone as soon as possible. A letter will then be issued to the parent/carer of the day of suspension.

The letter should detail:

- The reason for the suspension
- The length of the suspension

- A suggested date on which parents/carers may meet with the Headteacher or allocated staff member to discuss the suspension
- Right to make representation to the Local Governing Committee

Information regarding the suspension should be sent to the Chair of Governors and the Head of the Pupil Referral Service at the Local Authority.

When notifying parents/carers of the exclusion, the Academy will provide free and impartial information about the suspension

- Guidance on suspension
- Source of impartial advice to gain further understanding (Coram's Legal Children / ACE education)
- Where relevant, links to other local services.

Representations to the Local Governors concerning fixed term exclusion will normally be made in the first instance to the Chair of Governors. If the matter cannot be resolved by the Chair of Governors in the first instance, he/she may decide to refer the matter to a sub-committee of Governors.

Before the student returns to the Academy, a reintegration meeting should be convened by the Headteacher and the appropriate members of staff, parents/carers and child. During the reintegration meeting the following will be discuss and documented:

- Name, Year Group
- Exclusion dates
- Reason/s for suspension
- Date of reintegration meeting
- Agreed and set targets for the child

At the end of the meeting, all parties will be asked to sign the agreement and the child is escorted back into class. The form is then stored on the record of the child.

In extreme and rare circumstances, the Academy reserves the right to use suspensions up to the maximum period allowed in the current legislation. In the case of fixed term exclusions exceeding the maximum period a meeting of Governors' sub-committee will be convened.

If the suspension is for 5 days or more the Headteacher (or appropriate staff member) will:

- Plan full-time. Offsite, educational provision at day 5 of the suspension
- Ensure that work is set and sent home for completion
- Notify parents of their responsibility to ensure that their child is not found in a public place during school hours
- Inform the Local Authority of the details of the suspension and the provision made for the individual.

11 PROCEDURES FOR PERMANENT EXCLUSIONS

Permanent Exclusions

The academy follows Government guidance on Exclusions. We aim to operate within the principles of fairness and natural justice whilst acknowledging the needs of our whole school community.

- Parents/carers have the right to make representation to the Local Governing Committee about Exclusions and the Governors will consider all such representations.

- Permanent Exclusion would always be considered in response to serious breaches of this Behaviour Policy and if allowing the child to remain in the academy would seriously harm the education or welfare of others in the school.

Searches and Confiscation

The headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. In such instances, the guidance set out in the DFE document, Searches, Screening and Confiscation will be followed.

The procedure followed at the hearing will be as informal as possible. It will normally follow the format set out below;

- The sub-committee will meet jointly with the Headteacher and the parent/carer, student and any accompanying companion.
- The Governors will invite the headteacher to give his/her reasons for recommending permanent exclusion.
- The parent/carers will be invited to ask questions to the Headteacher
- The parent/carers will be given the opportunity to explain why they think permanent exclusion is inappropriate.
- The Headteacher will be given an opportunity to ask questions of the parents/carers.
- The Headteacher and parents/carers will be given the opportunity to sum up and ask further questions to the Governors. The Governor may wish to ask further questions to either the Headteacher or the parents/carers.
- The Governors should be given time to convene to allow them to consider their decision. At this point, the Headteacher, parents/carers and student should withdraw from the meeting.
- It is important that all parties in the meeting are aware that an adjournment can be called at any time. This could be for discussion, to compose themselves or seek advice from a professional advisor.
- The Governors will decide to either:
 - Uphold the decision of the permanent exclusion.
 - To order the immediate reinstatement of the student.

The decision of the Governors sub-committee will be communicated to the parents/carers by letter on the same day. If the Governors decide to uphold the decision to permanently exclude, the letter should inform the parents/carers of their right to appeal to an independent appeals committee.

12 PARENT PARTNERSHIP

Communication with parents and carers, whether telling them about their child's excellent effort or discussing poor behaviour is key to our successful behaviour policy. Parents/carers are kept fully informed and we endeavour to work in partnership with parents/carers to tackle any behaviour issues that may arise.

13 MONITORING

Each incident of exclusion will be brought to the attention of the Chair of the Local Governing Committee and reviewed at the relevant committee meetings.

14 MONITOR AND REVIEW

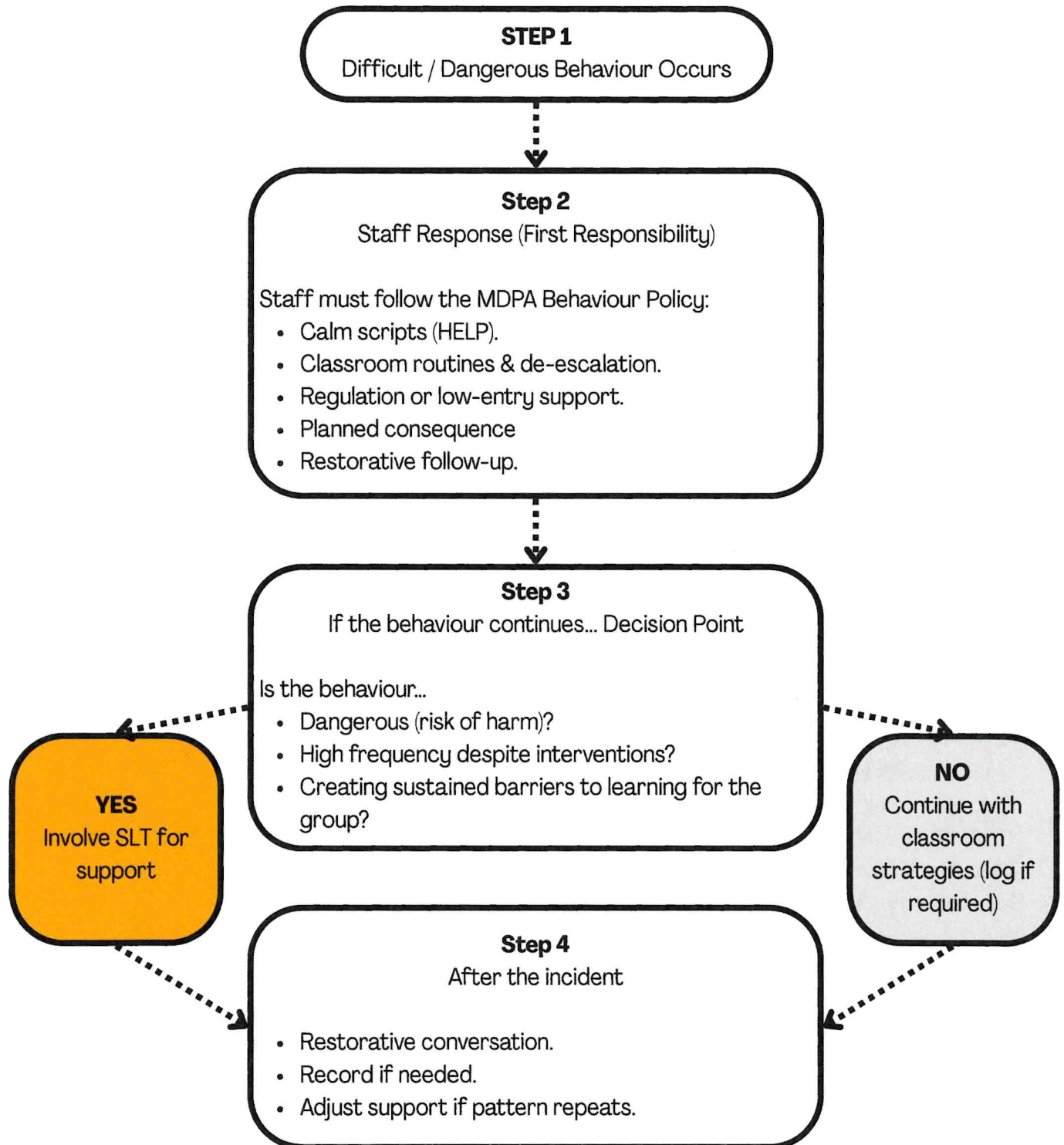
- 14.1 The Local Governing Committee will review this policy in line with the procedure for policy review.

14.2 **Date for Review**

If there is no other reason for a review, this policy will be reviewed every 3 years by the Governors.



At MDPA, staff are expected to use Behaviour Policy strategies first. We believe that consistency, connection, and proactive support reduce the need for crisis response. When difficult or dangerous behaviours occur, calm and attuned de-escalation is key to keeping children safe and supported. SLT support is only called when behaviour is dangerous, persistently high-frequency, or creating sustained barriers to learning for the group. This balance protects staff authority and ensures consistency across the academy.



Examples

Scenario 1: Difficult Behaviour

(Example: a child refuses to start work, sighs loudly, and puts their head down on the desk.)

Notice: Staff stay calm, pause, and assess.

Staff Response (HELP + strategies):

- HELP
 - H – Highlight: “I can see you’re finding it hard to get started.”
 - E – Empathise: “That’s OK — sometimes new tasks feel tricky.”
 - L – Limit-set: “We do need to give it a try.”
 - P – Problem-solve: “Shall we start the first question together, or do you want me to read it out?”
- Offer a low-entry activity (e.g. doodle or whiteboard version).
- Use a classroom consequence if refusal continues (time out within class).

Decision Point:

- Not dangerous, not high frequency yet → staff manage.

After:

- Restorative conversation at break: “What made it feel tricky to start? How can we make it easier next time?”

Scenario 2: Dangerous Behaviour

(Example: a child throws a chair across the room when corrected, and continues with behaviours that put themselves and others at risk.) Notice: Staff immediately assess risk → this is dangerous.

Staff Response (HELP adapted + safety):

- HELP
 - H – Highlight: “I can see you’re really angry.”
 - E – Empathise: “That feeling is strong.”
 - L – Limit-set: “Everyone must stay safe — no throwing chairs.”
 - P – Problem-solve: “We need to move away until it’s safe.”
- Move other children out of harm’s way.
- Do not attempt extended de-escalation while unsafe behaviours continue.

Decision Point:

- Behaviour is dangerous and ongoing → SLT called for immediate support.

After:

- Restorative conversation once safe.
- Record incident.
- Review proactive support plan (triggers, prevention strategies).

Examples

Scenario 3: Difficult Behaviour Repeated, Despite Proactive Planning

(Example: a child repeatedly shouts out during carpet time, despite visual supports and planned seating.)

Notice: Staff calm, recognise behaviour is reoccurring.

Staff Response (HELP + strategies):

- HELP
 - H – Highlight: “I can hear you want to share a lot today.”
 - E – Empathise: “It’s exciting when we know the answers.”
 - L – Limit-set: “But we need to take turns so others can think.”
 - P – Problem-solve: “Would you like to hold the talking stick until it’s your turn?”
- Reinforce visual supports and seating plan already in place.
- Apply a classroom consequence if shouting continues (time out, reflection space).

Decision Point:

- Repeated, high frequency → staff judge this is now creating barriers for the group. SLT can be asked to support.

After:

- Restorative conversation, log repeated pattern.
- Adjust proactive plan (e.g. more movement breaks, shorter carpet sessions).

Scenario 4: Difficult Behaviour Repeated, But Not Yet Proactively Planned For

(Example: a child shouts out during every maths lesson, disrupting flow. No visual supports, movement breaks, or pre-warnings are currently in place.) Notice: Staff stay calm, acknowledge behaviour has become a pattern.

HELP

- Staff Response (HELP + strategies):
 - H – Highlight: “I can see you’re keen to join in.”
 - E – Empathise: “It’s hard to wait your turn.”
 - L – Limit-set: “We need quiet so everyone can learn.”
 - P – Problem-solve: “Let’s agree a signal I can use when it’s your turn.”
- Apply a classroom consequence if shouting continues (reminder → warning → time out).

Decision Point:

- Not dangerous. It is repeated, but no proactive plan yet → staff responsibility to adapt strategies first.

After:

- Restorative conversation, log repeated pattern.
- Staff adjust planning (introduce visuals, pre-warnings, task chunking).
- Only if behaviour continues despite these proactive supports does it reach SLT threshold.

• [\[Link\]](#)