



Behaviour Policy

Approved by	The Full Governing Body
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1. INTRODUCTION

At Maple Grove Primary School, we are committed to creating a safe, respectful and inclusive environment where every child can thrive. We believe behaviour can be taught and improved, positive relationships are the foundation of excellent behaviour, and consistency from adults creates security for children.

2. Aims

To create a calm, safe and purposeful learning environment; promote positive relationships; encourage self-discipline, responsibility and respect; teach emotional regulation; recognise positive behaviour; and provide consistent responses to inappropriate behaviour.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year. All pupils are expected to behave according to the guidelines set out in the Code.

This policy aims to:

- Provide a whole school consistent therapeutic approach to behaviour management and outline how pupils are expected to behave
- To develop a Behaviour Policy, supported and followed by the whole school community - parent/carers, teachers, children and the local governing body (LGB) - based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
 - Outline our system of rewards and sanctions by reinforcing good behaviour and providing a range of rewards for children of all ages and abilities, rather than simply punishing bad behaviour's.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

3. 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 pupils with medical conditions at school](#)
- Keeping children safe in education- September 2022

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#). In addition, this policy is based on:

- 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

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

4. DEFINITIONS

Misbehaviour can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour can be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Prejudice-related incidents including racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - 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 pupil)

These lists are not exhaustive, and other incidents or situations may be deemed dangerous by the senior leadership team when they pose a risk to the pupil and/or others around them.

5. BULLYING

Bullying 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

Bullying can include:

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
Protected Characteristics	An irrational dislike, hatred or fear of individuals who are, or may be perceived to be lesbian, gay, bisexual, transgender or queer. Discrimination against age, disability, gender or religion
Child-on-child abuse	Extra-familial harms take a variety of different forms; cyberbullying, sending or posting sexually suggestive images, sexual assault, sexual violence, upskirting, gang initiation, hazing, harassing messages, misogynistic messages, non-consensual sharing of indecent images. At Maple Grove Primary School, we recognise that children can abuse other children, and such behaviours are never viewed simply as 'banter' or as part of growing up. Any child-on-child abuse incidents will be logged on CPOMS and managed by the behaviour lead and DSL.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy (Maple Grove Anti-Bullying Policy)

6. ROLES AND RESPONSIBILITIES

6.1 The Governing body

The Governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

6.2 Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Behaviour lead

Our effective Behaviour Lead helps foster a safe, respectful, and inclusive learning environment in which all pupils can succeed academically, socially, and emotionally.

Our Behaviour Lead plays a key role in ensuring that the school's behaviour policy is implemented consistently, fairly, and effectively. Their responsibilities typically include:

- Leading the implementation of the school's behaviour policy and promoting a positive behaviour culture.
- Supporting staff to apply behaviour expectations consistently across the school.
- Providing guidance, coaching, and training to staff on behaviour management strategies.
- Monitoring behaviour data to identify patterns, trends, and pupils who may need additional support.
- Working with pupils to help them understand expectations and develop positive behaviour.
- Collaborating with parents and carers to address behaviour concerns and celebrate improvements.
- Coordinating targeted interventions and support plans for pupils with additional behavioural needs.
- Liaising with pastoral support where specialist support is required.
- Ensuring behaviour incidents are recorded accurately and followed up appropriately.
- Reviewing the effectiveness of the behaviour policy and recommending improvements to senior leaders.
- Promoting restorative approaches and positive relationships where appropriate.
- Supporting the school's safeguarding and inclusion agenda by ensuring behaviour strategies meet the needs of all pupils.

6.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to incidents of behaviour. See Appendix 1

6.5 Parent/carers

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Parent/carers are expected to:

- Reinforce and 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 class teacher promptly

7. PUPIL CODE OF CONDUCT

Pupils are expected to:

- All members of the school community must respect one another.
- Pupils must be Ready, Responsible and Respectful (3 Rs) at all times.
- All children must acknowledge the authority of, and respect, their teachers and other adults.
- All children must show regard for their fellow pupils.
- All children must respect their own and other people's property and take care of books and equipment.

- Children must walk (not run) silently within the school buildings (silent corridors)
- If a child has a grievance against another child, it must be reported to a member of staff, who will take appropriate action.
- Physical violence is not acceptable, neither is retaliation.
- Foul, abusive, racist, LGBT-phobic or sexualised language must never be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school.
- Children must always wear the correct school uniform.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

8. BEHAVIOUR EXPECTATIONS

All pupils are expected to Be Ready, Be Responsible and Be Respectful in classrooms, around school, online and when representing the school.

9. BEHAVIOUR PRINCIPLES

Our approach is built on consistent adult behaviour, first attention for best conduct, clear routines, restorative conversations and positive relationships.

10. BEHAVIOUR ROUTINES

Clear routines are established for entry, transitions, lunchtimes, playtimes and dismissal to support a calm learning environment.

On Entry

- Strategic use of adults in key zones
 - EYFS – 1 adult inside the classroom, 1 adult at the door
 - KS1 – 1 adult inside the corridor 1 adult at the door
 - KS2 – class teacher to greet pupils at the classroom door
- Support staff - entrance doors and corridors
- Silent corridors as pupils enter the building
- Pupils should be set a focused activity to complete up until the end of registration

Break & Lunchtime Play

- Class teachers lead classes to the playground at the start of break and lunchtime play
- Class teachers to collect from the playground at the end of break and lunchtime play
- First whistle – stop
- Second whistle – line up
- Playground equipment monitors are responsible for tidying away
- Sport coach-led football for the class on the rota

Family Dining

Family dining is a fundamental part of our lunchtime routine. It is where children are taught the soft skills of conversation, independence, good table manners, and kindness. Children sit in small “families” of up to 16. Bistro buddies have a role within their family. Roles include cutlery collector, water pourer, plate clearer and discussion director. Our pupils work together to ensure that lunchtime dining is a pleasurable experience whilst demonstrating a sense of personal and collective responsibility.

Transitions

- Use countdown between transitions

On Exit

- Strategic use of adults in key zones
- Pupils to collect personal belongings from cubby holes in small groups
- Silent corridors as pupils exit the building

11. POSITIVE RECOGNITION AND REWARDS

A major aim of this policy is to encourage pupils to exhibit good behaviour; this is reinforced through a system of praise and reward for all children, regardless of ability. At Maple Grove Primary School, we use a range of reward systems, including class cubes, Headteacher awards, and house points.

Within our house system, when a pupil earns points in class, they also earn points for their allocated house. Positive behaviour is recognised through praise, recognition boards, house points, positive notes home, certificates, celebration assemblies, leadership opportunities, and Headteacher awards.

The four houses at Maple Grove are:

- Bury
- Gadebridge
- Shendish
- Marchmont

11.1 LIST OF REWARDS

Positive behaviour will be rewarded with:

- Class cubes linked to a whole class reward
- Celebration Assembly certificates
- Milestone certificates and badges
- Letters or phone calls home to parent/carers
- Special responsibilities/privileges
- Year 6 pupils can become 'school ambassadors.
- Daily praise postcards

Staff also nominate children to receive special certificates, which are presented at the weekly celebration assembly. Children can also share their work and out-of-school achievements in assembly.

Individual stickers are given regularly to children, particularly KS1 pupils. In addition, each class teacher gives oral or written praise and milestone certificates are sent home.

11.2 LIST OF SANCTIONS

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. Minor breaches of discipline are dealt with by the class teacher in a caring, supportive and fair manner, considering the age of the child. Each class follows similar strategies for managing behaviour. However, where appropriate, personalised class strategies are in place to suit the needs of the class.

Each class is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Reflection at break time [max of 15 mins]
- Reflection at lunchtime [max of 30 mins]
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Internal Seclusion
- Suspension
- Permanent Exclusion

11.4 LEARNING ZONES

At Maple Grove Road Primary we use 'Learning Zones' to help children to maximise their learning. In all classrooms and learning spaces at Maple Grove Road Primary School, a 'Learning Zone' board is displayed on the wall and is referred to and used to help children think about their learning behaviours. Children who are struggling to achieve the appropriate learning response during a lesson are encouraged, with support, to self-regulate and recognise when they have lost motivation. With an adult's support, they are encouraged to participate in specific activities to get back on the appropriate learning path. Appendix 2

11.5 READY TO LEARN ROOM - LEAVES

We have a designated 'Ready to Learn' room. This is used to support children who need time away from their own classroom and some time for supported self-regulation. In the Ready to Learn room, children have access to a range of resources that support their emotional needs, and both rooms have a sensory area where children can relax and take some time out. Both of our purpose-built rooms are run by Thrive practitioners who can support pupils to get ready to return to class in a more positive frame of mind.

11.6 THE HIVE

We have developed a nurture group for our pupils with complex SEND and behavioural needs. The Nest provides a safe, comfortable learning environment with clear routines and carefully planned tasks and activities. This ensures maximum opportunities for key pupils to develop their social, emotional, mental health and wellbeing, and behavioural skills. Through intensive, well-structured, tailored teaching and support, pupils learn to interact safely with peers, build positive relationships, and develop strategies to help them cope with their emotions. Pupils with EHCPs are supported in working towards their targets. Whilst the nurture group aligns with our therapeutic approach, we also prioritise pupils' academic progress and allocate slots in the timetable for children to reintegrate into class for reading, writing and maths. The Nest was developed in response to the diverse needs of our school community. Whilst recognising the need for this tailored support and curriculum, we understand that all children benefit from an inclusive education. Our long-term goal is to support children at the beginning of their journey with us in learning how to learn, setting them up to enjoy school and acquire the skills they need by reintegrating into whole class learning at a pace tailored to each child.

11.7 SEND

We recognise that some behaviours are more likely to be associated with types of SEND. Pupils with SEND needs will have full access to the Ready To Learn Rooms, as well as direct access to calm, quiet spaces across the sites, supported by a familiar adult. Our long-term, graduated, tailored approach will include the plan-do-review cycle to assess the impact of behaviour support for SEND pupils, and will be led by our inclusion team.

11.8 OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site while representing the school, such as during a school trip (day trips and residentials) or on the bus to or from school. Extremely bad behaviour whilst on residential trips (overnight stays) could result in a parent needing to collect the child from the visit.

11.9 MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Head of School will discipline the pupil within the scope of this policy. Please refer to our Safeguarding Policy for more information on how to respond to allegations of abuse.

12. BEHAVIOUR MANAGEMENT

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage pupils' interest. Staff should always promote good behaviour through praise and rewards. Staff should never physically chastise a child.

12.1 Recording

All incidents of negative behaviour will be logged onto the CPOMS system. Staff must use this system to record conversations, either face-to-face or by telephone, with any parent or carer. Termly reports are drawn up and shared with middle leaders, senior leaders and governors to identify next steps.

12.2 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
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines in line with the school behaviour curriculum
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- redirect to another activity
- talk to the child – discuss what has happened
- discussion in groups or whole class
- move the child from the group to work on his/her own with continued support from the adult.
- repeat work
- miss break-time (supervised elsewhere)
- Pastoral care Support Programme
- Learning Zones
- Ready to Learn Room - Leaves
- remove child from the class – place with partner class
- parental involvement

- Sanctions as in 11.2

12.3 Physical Restraint

In some circumstances staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Maple Grove has staff members who are team-teach trained, which focuses on de-escalation. Restraints will only be used in exceptional circumstances where they or others are at risk of harm. For example, if a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to a quiet place away from other children. A CPOMS form has been completed, and the situation has been discussed with the SLT, who will work with the member of staff and parent/carers to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service etc.

Our Ready to Learn room may be part of the intervention process. Children can calm down in this space so they can discuss and work through the situation.

Incidents of physical restraint must:

- Always be used as a last resort •
- Be applied using the minimum amount of force and for the minimum amount of time possible •
- Be used in a way that maintains the safety and dignity of all concerned •
- Never be used as a form of punishment
- Be recorded and reported to parent/carers
- Be in line with our **restrictive interventions policy**

12.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

12.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be tailored to the pupil's needs. The school's special educational needs co-ordinator will assess a pupil 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 and/or others 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 parent/carers to create the plan and review it regularly.

13. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. TRAINING

Our staff receive training in managing behaviour, including the proper use of restraint (if employed as a behaviour teaching assistant), as part of their induction process. We support all colleagues who wish to improve upon their own practice. Behaviour management also forms part of continuing professional development.

15. MONITORING ARRANGEMENTS

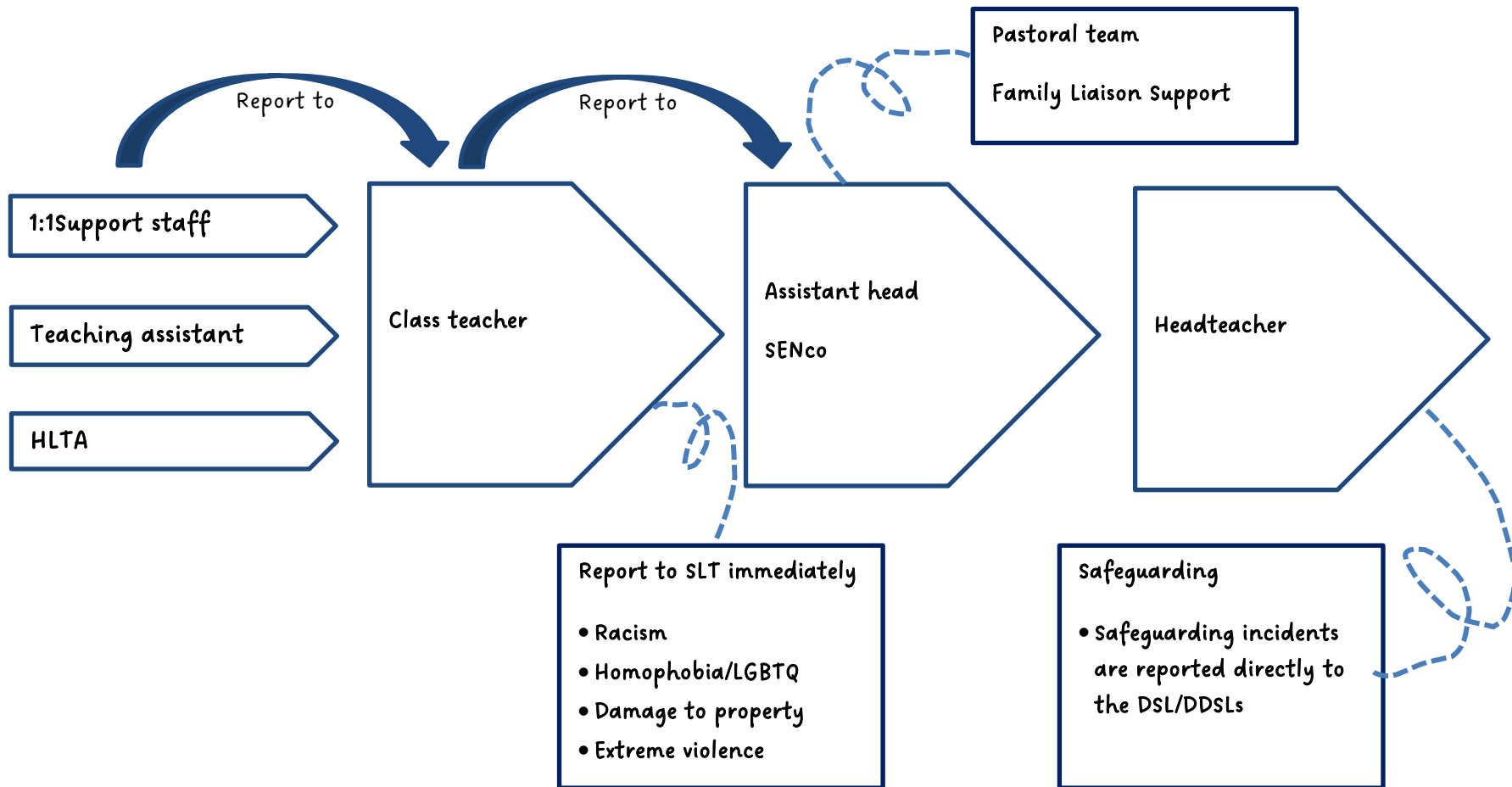
This behaviour policy will be reviewed by the Headteacher and Governing Body every year. At each review, the policy will be approved by the Headteacher.

16. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Maple Grove - Anti-bullying Policy
- DfE - Searching, screening and confiscation at school
- Gov - The Equality Act 2010
- DfE - Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping children safe in education- September 2024

APPENDIX 1: REPORT BEHAVIOUR PLACE CHART



APPENDIX 2: LEARNING ZONES

LEARNING ZONES

5 My learning behaviours will show that:	• I love learning. • I always try my best. • I stay focused. • I keep going when it's tricky. • I make good learning choices. • I improve every day. • I learn with others. • I am brave and have a go.
4 My learning behaviours will show that:	• I stay focused. • I love learning new things. • I join in. • I get lost in my learning. • I share my ideas. • I love to learn. • I am kind and learn with others. • I am brave and have a go.
3 My learning behaviours will show that:	• I try harder when I get a reward. • I am learning to work with others. • I know I can do better. • I sometimes get distracted. • I find it hard to stay focused. • I am making little steps in my learning.
2 My learning behaviours will show that:	• I try harder when I get a reward. • I am learning to work with others. • I know I can do better. • I sometimes get distracted. • I find it hard to stay focused. • I am making little steps in my learning.
1 My learning behaviours will show that:	• I don't feel like learning. • I sometimes stop others from learning. • I get distracted. • I am not joining in. • I find it hard to work with others. • I am not learning much yet. • My learning feels too hard. • I feel tired.

APPENDIX 3: BEHAVIOUR CATEGORIES

