



**Belleville Wix Academy**

# **Behaviour Policy : Making the Right Choices**

**Related policies and procedures:** *Q1E Child Protection and Safeguarding Policy; Belleville Wix Academy's Anti-Bullying Policy; Online Safety Policy; Belleville Wix Academy's Positive Behavioural Support, Positive Handling and Physical Intervention Policy*

**January 2026 for review January 2028**

**This policy aims to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils 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

**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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

## **1 - Our school aims are that all pupils and adults:**

- 1. Are safe**
- 2. Are excellent learners**
- 3. Have excellent social and emotional skills**
- 4. Achieve and succeed**

## **Our Key Principles:**

**All (pupils and adults) will make the right choices to ensure that everyone:**

1. Is kept and feels safe
2. Can learn
3. Feels welcome and valued

**To be able to make the right choices, pupils need to understand and (appropriate to their age/stage) be able to explain/reflect/act upon:**

4. What the right choice is
5. Why this is the right choice (*i.e. how it supports points 1, 2 and 3*)
6. How to take responsibility for their choices

## **2 - Our approach to behaviour:**

**Developing pupils' understanding of the right choice is achieved by:**

- All staff using and modelling the language of right choices
- All staff modelling excellent social and emotional skills through their language, verbal and non-verbal behaviours
- All staff having high expectations of all pupils' behaviour, language, verbal and non-verbal behaviours
- Systematically teaching all pupils at the start, and throughout the school year, the school aims and 6 Key Principles
- All staff actively and consistently supporting pupils to make the right choices through:
  - Systems and routines that support excellent behaviour
  - Use of behaviour/classroom management strategies to pre-empt and defuse possible issues
  - Agreeing, displaying, using and adding to if necessary a shared understanding of the 6 Key Principles
  - Supporting pupils to understand and develop their ability to follow the 6 Key Principles
  - Sharing this Behaviour Policy with and making it available to parents/carers
  - Encouraging parents/carers to contribute to the school's positive behaviour and ethos

### 3 - Recognising Right Choices:

Regularly recognising, celebrating and recording when pupils are making the right choices should outweigh the recognition of wrong choices (this may be for the class rather than for the individual as using public praise encourages the whole class). There are many ways to frequently recognise the right choices that all staff can use, as set out below.

- Smile
- Warm eye contact
- Saying well done
- Saying thank you
- Describe exactly what they are doing right
- Using a pupil as an exemplar
- Recognising all of the pupils who are making the right choice
- Awarding stickers, smiley faces etc.
- Offering touch e.g. high five, handshake
- Informing the pupil's parent/carer that they have had a great day (this may be via a phone call/email)





#### Class based systems

At the start of the school year, each class agrees a whole class and an individual reward and recognition system to celebrate right choices and excellent learning behaviours in line with our CARE values and Excellent Learner traits. This could be in the form of class points, star jar, charts, rewards, stickers, notes home.

#### Whole school systems

#### CARE Values

These aspects have been chosen to encourage and give value to behaviours which develop pupils' social/emotional skills and learning skills and also makes the school a harmonious and pleasant environment to be in.

<p><b>Considerate</b></p>  <ul style="list-style-type: none"> <li>• Caring</li> <li>• Polite</li> <li>• Community</li> <li>• Fairness</li> <li>• Understanding other points of view, even if you don't agree</li> <li>• Encouraging others</li> <li>• Thinking about others needs' as well as own</li> </ul> <p><b>Associated British Values:</b> <b>Tolerance, Respect</b></p>	<p><b>Articulate</b></p>  <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Listening as well as being heard</li> <li>• Freedom of expression</li> <li>• Expressing emotions, thoughts and ideas clearly</li> </ul> <p><b>Associated British Values:</b> <b>Individual Liberty</b></p>	<p><b>Responsible</b></p>  <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Taking responsibility for themselves</li> <li>• Taking responsibility to help others</li> <li>• Teamwork</li> <li>• Playing their role in learning</li> </ul> <p><b>Associated British Values:</b> <b>Democracy and Rule of Law</b></p>	<p><b>Effort</b></p>  <ul style="list-style-type: none"> <li>• Participation</li> <li>• Perseverance</li> <li>• Resilience</li> <li>• Wanting and working hard to improve (academically, socially etc.)</li> <li>• Willingness and desire to improve (academically, socially)</li> </ul>
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### Excellent Learners

Our 'Excellent Learner' traits enable pupils to have an understanding of key learning behaviours, how to develop these and to develop a growth mindset/meta-cognition skills which will help them to be successful.

The ten traits of Excellent Learners are discussed, articulated, experienced and reflected on through games and activities at the start of each academic year. Throughout the year the Excellent Learners language and prompts (e.g. posters in every teaching space) are used to target, recognise and celebrate pupils' development as Excellent Learners who:

- Ask for help
- Like a challenge
- Listen well
- Learn with others
- Ask questions
- Are not scared to make mistakes
- Don't give up
- Are creative
- Can learn by themselves
- Want to learn more

### Excellent Learner Assemblies

Every week, there is a focus on a particular Excellent Learner trait. Class teachers discuss the focus as a class and pupils work towards demonstrating this trait throughout the week. In weekly Excellent Learner assemblies, pupils are publically awarded certificates to take home by the Headteacher.

**For the majority of pupils we believe that the above will be enough to achieve excellent standards of behaviour allowing the school aims to be achieved.**

#### **4 – If pupils are making the wrong choices:**

As pupils learn and grow together, we recognise that they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts'. However, wrong choices should be addressed as they arise, by any member of staff.

In many cases, simple behaviour/classroom management strategies will be effective in reminding pupils what they should be doing, e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when pupils comply, e.g. thank you, thumbs up.

In cases of repeated low level behaviours or medium and high level behaviours, staff should decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour as soon as is possible. Parents and carers can request to see their child's behaviour records, but cannot be shown names of other pupils involved.

[Appendix 1](#) outlines the types of behaviours at low, medium and high level. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the pupil improve.

#### **4.1 Discussion and reflection**

Discussion and reflection on wrong behaviour choices, at all levels, is key in developing understanding for the pupil and the staff member. Pupils should be guided through the 6 Key Points through discussion appropriate to their age/stage e.g.

- What was the wrong choice you made?
- What is the right choice?
- Why is it the right choice? Is this an important reason? (e.g. safety)
- What choice should you make (and why)?
- Why are you making the wrong choice (if they know what the right choice is and why it is the right choice)? *NB. Often this will come down to an emotional/social reason*
- What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?
- How can we help you make the right choice?

Zones of Regulation language and strategies are used to support pupils to self-regulate.

Pupils may need time to become calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school. During this calming down time, pupils are to be supervised at all times and are the adult's responsibility. Staff are to use de-escalation techniques as appropriate (see [Appendix 2](#)).

#### **4.2 Follow up action**

Staff should then decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour e.g.

- Pupil discussion with staff member (could be during breaks/lunchtime)
- Time out/away from area of conflict *NB. if this involves a pupil being asked to leave the class they are to be supervised at all times and remain the adult's responsibility. They are not to be sent into another classroom.*
- Restorative action – how can issues arising from the wrong behaviour choice be 'made right'?

#### 4.3 Patterns of behaviour and escalation of support

- When patterns of behaviour are emerging, in the first instance the class teacher should **support the pupil** to enable improvement and involve parents and carers e.g.
  - Setting clear targets for improvement
  - Additional coaching support to develop their social emotional skills
  - Additional in-class support
  - Alternative arrangements for playtimes/lunchtimes
  - Additional reward/recognition structures

If the behaviour does not improve, the behaviours are regularly in the medium level or at high level or if an underlying need/circumstance may be contributing to these behaviours a **referral to a member of SLT** should be made. SLT will then assess and review and may seek additional support for the pupil (including from outside agencies). A **Behaviour Review Meeting** may be called. This will involve the class teacher plus a member of SLT, any other appropriate staff as appropriate and parents/carers. The aim of these meetings is to bring together views, review and improve strategies/support in place which may include referrals to outside agencies, multi-agency assessment, an '**Individual Behaviour Plan**' being put in place.

#### 4.4 Reasonable Adjustments

Where a pupil has a mental health condition or special educational need that amounts to a disability and this adversely affects their behaviour, we aim to make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

#### 4.5 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 differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate 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 pupil. We will work with parents to create the plan and review it on a regular basis.

#### 4.6 Right to search a pupil

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

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)

For further detail, please refer to [Searching, screening and confiscation at school](#) (DfE, July 2022).

#### 4.7 Use of Positive Handling and Physical Intervention

Physical intervention with pupils is always used as a last resort but may be necessary in order to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for a pupil over the age of 10); the police will be contacted if necessary.
- Causing personal injury to, or damage or vandalism to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

It should always be reasonable, appropriate and proportionate.

*Please see the 'Positive Behavioural Support' Policy for further details.*

#### 4.8 Behaviour outside of school

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

#### 4.9 Exclusions

- Whenever possible, the parents/carers of a pupil at risk of exclusion because of the seriousness and/or persistence of their behaviour will be invited to attend a **risk of exclusion meeting** with the headteacher and other staff as necessary before an exclusion occurs.



- Pupils whose behaviour poses a risk to the safety and/or learning of themselves or others in the school can be excluded as below:
  - Isolation (time out of classroom)
  - Suspension (up to the equivalent of 45 days in a school year)
  - Permanent exclusion

An **exclusion can be sanctioned without the steps above (e.g. escalating support, risk of exclusion meetings)** if the pupil's behaviour is deemed detrimental to the education or welfare of themselves or others in the school. We will always adhere to the DfE's guidance on exclusions. Please refer to [Exclusion from maintained schools, academies and pupil referral units in England](#) (DfE, September 2023)

#### 4.10 Record keeping

Class teachers keep records of inappropriate behaviour on CPOMS. Senior leaders maintain records of suspensions and permanent exclusions.

#### 4.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and are never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Headteacher will be informed of any sexual harassment or violence and will be involved in discussions and meetings surrounding this

The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police

*Please refer to our Child Protection and Safeguarding Policy for more information.*

#### 4.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

*Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.*

#### **4.13 Home-school agreement**

We believe in an effective and meaningful partnership between home and school. To this end, Belleville Wix Academy will:

- explain our behaviour policy and home-school agreement to parents and pupils when they first come to our school and at parent meetings when necessary;
- make contact with parents before serious situations develop whenever possible and
- at appropriate times involve parents in managing pupils' behaviour.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting support to parents.

**Appendix 1 – Levels of Behaviour and Reporting**

<b>Time:</b>	<b>Reported by:</b>	<b>Pupil(s) Name and Class:</b>	<b>Description of Incident:</b>
<b>Date:</b>	<b>Location:</b>	<b>Target (if any) Name and Class:</b>	
<b>Behaviour</b>	<b>Low (repeated and after warnings within a lesson/day)</b>	<b>Medium</b>	<b>High</b>

(Highlight or tick)	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Out of seat (<i>move to another space</i>)</li> <li>• Near-by distraction (<i>move tables</i>)</li> <li>• Running in school (<i>re-walk the route</i>)</li> <li>• Work avoidance (<i>complete in own time</i>)</li> <li>• Not following instructions (<i>practice following instructions one at a time</i>)</li> <li>• Name calling/teasing</li> <li>• Snatch/throw to disrupt</li> <li>• Misuse equipment (no damage) (<i>clean equipment</i>)</li> <li>• Not lining up (<i>practice lining up at break time</i>)</li> <li>• Pushing (<i>time out on the playground</i>)</li> <li>• Littering (<i>pick up your litter and put in the bin</i>)</li> <li>• Risky play (<i>timeout on the playground</i>)</li> <li>• Taking things without asking(<i>return item and apologise</i>)</li> <li>• Biting (EYFS)</li> <li>• Any other action deemed low by SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated low level over the same or consecutive days</li> <li>• Not accepting responsibility/not being truthful about what happened</li> <li>• Vandalism/graffiti (low cost) (<i>clean or fix</i>)</li> <li>• Refusal to follow instructions</li> <li>• Using objects with intent to hurt</li> <li>• Targeted/repeated name calling/teasing/unkind words</li> <li>• Show/touch private parts (EYFS)</li> <li>• Refusal to complete work (<i>complete in own time</i>)</li> <li>• Disrupting class</li> <li>• Rude and/or disrespectful to adults</li> <li>• Deliberate use of feet to hurt (i.e. kicking)</li> <li>• Deliberate use of hands to hurt (i.e. hitting)</li> <li>• Deliberate actions to upset</li> <li>• Swearing (reaction/to shock)</li> <li>• Stealing (minor) (<i>return item and apologise</i>)</li> <li>• Leaving classroom without permission</li> <li>• Using inappropriate language</li> <li>• Any other action deemed medium by SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated medium level over the same or consecutive days</li> <li>• Threatening/intimidating (pupils)</li> <li>• Threatening/intimidating (staff)</li> <li>• Show/touch private parts</li> <li>• Discriminatory language (gender, sexuality, race, religion, heritage)</li> <li>• Vandalism/graffiti (repair/replace) (<i>clean, fix or replace</i>)</li> <li>• Disruption stops learning</li> <li>• Running away/ around school</li> <li>• Risk to safety</li> <li>• Swearing (intimidate/ threaten)</li> <li>• Bullying</li> <li>• Stealing (major)</li> <li>• False accusations against staff</li> <li>• Lying to get others in trouble</li> <li>• Fighting</li> <li>• Refusal to leave/ blocking room</li> <li>• Open defiance to staff</li> <li>• Derogatory to staff</li> <li>• Assault on staff</li> <li>• Bringing/sharing prohibited items</li> <li>• Attempting to leave premises</li> <li>• Risk of/actual injury to others</li> <li>• Spitting at others</li> <li>• Deliberate use of mouth to hurt (i.e. biting)</li> <li>• Any other action deemed high by SLT</li> </ul>
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<b>Follow Up Action(s)</b>  Names required when in bold	<p><b>Choose one as appropriate:</b></p> <ul style="list-style-type: none"> <li>Discussed with adult managing incident</li> <li>Logical consequences (see above)</li> <li>Time-out on the playground for reflection – up to 5 minutes</li> <li>Missed playtime in the classroom – up to 5 minutes for reflection and discussion of effects of behaviour (restorative action)</li> </ul> <p><b>Reflection and restorative action:</b></p> <ul style="list-style-type: none"> <li>Reflection time individually</li> <li>Reflection sheet</li> </ul>	<ul style="list-style-type: none"> <li>Time-out to calm down before discussion if needed</li> </ul> <p><b>Consequence – choose as appropriate (in the classroom)</b></p> <ul style="list-style-type: none"> <li>Discussed with adult managing incident</li> <li>Discussed with class teacher</li> <li>Time-out in another classroom to complete reflection sheet - quiet 10 minutes with a timer</li> <li>Missed playtime – up to 30 minutes of lunch or morning break</li> </ul> <p><b>Consequence – choose as appropriate (on the playground)</b></p> <ul style="list-style-type: none"> <li>Discussed with adult managing incident</li> <li>Discussed with class teacher</li> <li>Discussed with Phase Leader</li> <li>Time-out on the playground at playtime – rest of break</li> <li>Missed playtime – up to 30 minutes or morning break</li> </ul> <p><b>Reflection and restorative action:</b></p> <ul style="list-style-type: none"> <li>Reflection time individually</li> <li>Reflection sheet</li> <li>Use of social stories or picture books</li> <li>Restorative action alongside adult then verbal or writing apology</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>Support staff record on behaviour form and pass to class teacher to put onto CPOMS</li> <li>Teachers record on CPOMS</li> <li>On CPOMS, alert Phase Leader and SLT to the incident</li> </ul>	<ul style="list-style-type: none"> <li>Time-out to calm down before discussion if needed</li> </ul> <p><b>Consequence – choose as appropriate (in the classroom)</b></p> <ul style="list-style-type: none"> <li>Discussed with adult managing incident</li> <li>Discussed with SLT</li> <li>Missed playtime – for the week</li> <li>Removed from the lesson</li> <li>Phone call home alongside pupil (SLT only)</li> </ul> <p><b>Consequence – choose as appropriate (on the playground)</b></p> <ul style="list-style-type: none"> <li>Discussed with adult managing incident</li> <li>Discussed with class teacher</li> <li>Discussed with SLT</li> <li>Missed playtime – for the week</li> <li>Phone call home alongside pupil (SLT only)</li> </ul> <p><b>Reflection and restorative action:</b></p> <ul style="list-style-type: none"> <li>Reflection time individually</li> <li>Reflection sheet</li> <li>Restorative action alongside adult then verbal or writing apology</li> <li>Educational resources for school and home</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>Support staff record on behaviour form and pass to class teacher to put onto CPOMS</li> <li>Teachers record on CPOMS</li> <li>On CPOMS, alert SLT and other appropriate staff members to the incident</li> </ul>
		<ul style="list-style-type: none"> <li>Discussed with SLT</li> <li>Individual behaviour plan</li> <li>Behaviour review meeting</li> </ul>	<ul style="list-style-type: none"> <li>Discussed with SLT</li> <li>Individual behaviour plan</li> <li>Behaviour review meeting</li> </ul>
			<ul style="list-style-type: none"> <li>Discussed with Headteacher</li> <li>Risk of exclusion meeting</li> <li>Isolation</li> <li>Suspension</li> <li>Permanent exclusion</li> <li>Contact police</li> </ul>

## **Appendix 2 - De-Escalation Techniques:**

- Calm stance
- Calm talking
- Consequence reminder
- Contingent touch (touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks)
- Distraction
- Diversion
- Firm clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices
- Negotiation
- Non-threatening body language
- Oops is OK
- Options offered
- Patience
- Planned ignoring
- Reassurance
- Reminders about consequences
- Step away
- Success reminders
- Change adult
- 'Talk and I will listen'
- 'When you are calm I will listen'
- Time to think
- Verbal advice and support
- Withdrawal directed
- Withdrawal offered
- Other de-escalation strategies