

Signhills Academy

Behaviour Policy



Approved by:

Date: Autumn 2025

Next review due by: Autumn 2026

Context

It is vital that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect. This policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Aims / Objectives

Teaching, learning, personal development and well-being should be enhanced through:

- the promotion and support of good behaviour, self-discipline and respect
- a consistent approach to behaviour management
- the prevention of bullying
- a proactive and positive approach to supporting children whose presenting behaviour causes concern
- high expectations

Procedures

All adults in school must be alert to the presenting behaviour of all children and must intervene appropriately where presenting behaviour causes concern. When engaging with children who are, or appear to be dysregulated, adults must always adopt the 'Regulate, Relate, Restore' approach.

Adults must consistently use the 'Positive Regard' strategies when engaging with children and use the rewards and consequences systems outlined below. The emphasis must be on recognition for the many children who maintain a high level of behaviour, not only those who have shown improvement.

'To help make Signhills Academy a great place to learn we all...' posters should be on display in all classrooms and referred to where appropriate.

Classroom expectations and routines should be agreed at the start of the academic year and recapped regularly (at least each half term)

Where the behaviour or safety of a pupil requires physical intervention, staff must act in accordance with the school's **Physical Intervention Policy**. This includes the use of reasonable force, seclusion and all other restrictive interventions. Staff should refer to that policy for guidance on when such interventions are lawful, how they must be recorded and reported, and the support available to pupils and staff following an incident.

Rewards

Use specific praise when praising or rewarding the behaviour of individuals / groups and, where appropriate, link to the positive impact of the behaviour.

Positive behaviour can be rewarded through;

- Verbal recognition
- Stickers
- Dojo Points
- Class certificates
- Positive emails to parents / carers
- Phone call home
- Visiting another class or wellbeing team
- Visiting SLT
- Star of the Week

Consequences

- When a consequence is necessary, ensure that the child is regulated before any discussion or explanation takes place. Explain in a calm, clear manner, ensuring you are specific about the behaviour that preceded the consequence.
- Be mindful of any 'audience' when intervening due to the impact it could have on the pupil's ability to engage.
- Be consistent with consequences – they should be systematically worked through as appropriate.

Different behaviours may warrant different consequences.

A	B	C
Behaviours may include: • Fidgeting with equipment • Low level distracting • Talking at inappropriate times • Out of seat at inappropriate times • Talking when moving around school	Behaviours may include: • Being rude and answering back • Not keeping hands / feet / objects / thoughts to themselves • Interfering with other's belongings • Running around corridors • Offensive language or gestures • Play fighting • Careless damage of equipment • Refusal to work and follow instructions • Swapping / trading	Behaviours may include: • Deliberately hurting someone (physically or emotionally) with intent • Fighting • Intentionally destroying equipment • Verbal abuse/threatening behaviour • Deliberate discrimination based on protected characteristics (e.g. race, disability).
Give a warning, if the behaviour continues, loss of 2 minutes at playtime. Supervised by class teacher. Restorative chat to take place. This may be increased in multiples of two for repeated behaviour. Over the course of day, should a child be spoken to multiple times for a 'Grade A' behaviour, this may be upgraded to a 'B' consequence.	Loss of 10 minutes at playtime. Supervised by class teacher. Restorative chat to take place. If the behaviour continues, child to miss 15 minutes of their free time in Ocean Room. Supervised on a rotation system by teaching staff / SLT – names to be logged. If behaviour has occurred in class and resulted in incomplete work, class teacher to provide work to complete. If behaviour has occurred during break or lunchtime, reflective activities to be completed. Should incidents be frequent over the course of a number of days, CPOM to be completed highlighting that incidents have been multiple and parental contact via phone call by class teacher. Restorative chat to take place.	Restorative chat to take place. Loss of free time in Ocean Room. Supervised on a rotation system by teaching staff / SLT – names to be logged. If behaviour has occurred in class and resulted in incomplete work, class teacher to provide work to complete. If behaviour has occurred during break or lunchtime, reflective activities to be completed. Parental contact via phone call by class teacher / SLT / Wellbeing Team as appropriate. Incident added to CPOMs.

When necessary, SLT may refer to the suspension and exclusion policy.

Where a pupil's behaviour presents a risk of harm to themselves or others that cannot be managed through the above strategies alone, staff may need to use physical intervention as a last resort. In all such cases, staff

must follow the **Physical Intervention Policy**. The use of reasonable force is never a disciplinary sanction and must not be used as a consequence within this framework.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal must allow for continuation of the pupil's supervised education. The tasks completed may differ to the in-class work but must still be meaningful for the pupil. Removal from the classroom is a serious sanction. It must only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents must be informed on the same day, by the class teacher, if their child has been removed from the classroom.

Removal must only be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.

Removal should be distinguished from the use of other spaces, such as the Lighthouse or Karly's Room for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Where a pupil is confined to a space and prevented from leaving (for example during a period of significant emotional dysregulation), this may constitute **seclusion** as defined in the **Physical Intervention Policy**. Seclusion is a non-disciplinary safety measure and must be distinguished from removal. Staff must follow the recording and reporting requirements set out in the **Physical Intervention Policy** for any such incident.

Children Requiring Bespoke Support

- Class teachers to meet with the Senior Leadership Team to discuss any cause for concerns.
- SLT / class teachers/ Wellbeing team are to discuss strategies that may be implemented (using SPOT tool as a strategic device).
- Create a bespoke support plan with the child.
- Plan to be shared with child, parent/carers and all staff members on implementation.
- Plans will be recorded on CPOMs and in the child's Pupil Profile if on the SEND register.
- Bespoke plans to be reviewed on a regular basis.
- Possible referrals for outside agency support may be considered, e.g. FORTIS/Compass Go/Educational Psychologist.
- Where a pupil's bespoke support plan identifies a risk of physical intervention being needed, a behaviour support plan must be developed in line with the **Physical Intervention Policy**, involving the pupil, parents and relevant staff.

Behaviour Outside of the School Grounds

Pupils are subject to this behaviour policy outside of the school grounds and outside of school hours under the circumstances outlined below:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

Any behaviour that falls short of our expectations outside of school may have the same consequences as if they were within the school grounds and/or school hours.

Responsibilities

SLT

- To consistently apply this policy,
- To model expected behaviour,
- To monitor log book in Ocean Room alongside CPOMs for patterns of behaviour,
- To engage in the review and improvement of this policy and any associated systems.
- To ensure the **Physical Intervention Policy** is implemented consistently and that all statutory recording and reporting obligations are met.

Staff

- To consistently apply this policy
- To model expected behaviour
- To engage in the review and improvement of this policy and any associated systems.
- To follow the **Physical Intervention Policy** in all situations requiring physical intervention, including completing the required records on the same day as any incident.

Pupils

- To engage with the strategies outlined in this policy,
- To participate in the review and improvement of this policy.

Parents

- To engage with the strategies outlined in this policy,
- To engage with additional support where identified.
- To be informed, in line with the **Physical Intervention Policy**, on the same day as any incident in which physical intervention has been used with their child.

Monitoring

Consistency of implementation and impact will be monitored through:

- Monitoring of CPOM records,
- Formal and informal observations,
- Pupil interviews.
- Review of Physical Intervention Records and Logs (Appendices A and B of the **Physical Intervention Policy**) to identify patterns, trends and any disproportionate use.

Related Policies

This policy should be read alongside the following school policies:

- **Physical Intervention Policy**
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy

Review

Policy review will be led by:

Staff Team	Senior Leadership Team
Term / Year	Autumn 2026