South Marston Church of England Academy

Behaviour Policy

September 2026

(to be reviewed annually)

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Introduction

Introduction

The Blue Kite Academy Trust are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At South Marston CE Academy, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). This policy promotes the safety and wellbeing of the learners (Please see our safeguarding policy for more details).

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To work in partnership with parents

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**

1. **Calm, Consistent and Kind Adult Behaviour**

At South Marston CE Academy, we believe that Calm, Consistent and Kind adult behaviour is the foundation for good behaviour management**.**

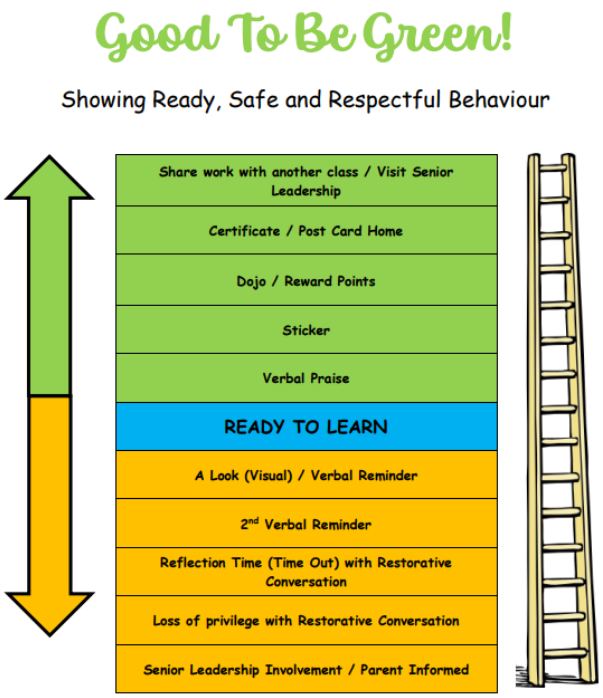
Calm, consistent adult behaviour means being in control of yourself before you attempt to take control of anyone else's behaviour. Calm, consistent adult behaviour means that there are no gaps between the adults, there is an agreed plan we stick to. (Pivotal, 2017)

At South Marston CE Academy, we are a staff team and work together, we have a tight, firm foundation. We do not shout, we do not aggress, we do not show negative emotion when intervening with behaviour

We do this by using scripts and relentless routines to deal with challenging behaviour

- This is how we do it here – Behaviour Blueprint
- 30 Second Script and restorative questions
- Our Restorative process
- Refer to our Good to Be Green process

Good To Be Green Process



The above Good To Be Green poster will be displayed in teaching areas. This reminds children and adults of the clear process for rewards and clear escalation process should reminders and consequences for negative behaviour are required.

The below poster has been created and shared with the school community, including staff and children. This poster is regularly shared with children and displayed in teaching spaces.

A firm foundation means that we use the same rules and language in every classroom.
Rules:

Ready, Respect, Safe

	Behaviour we want to see	**Behaviour we do not want to see**
Ready	- We work hard - We listen	- Don't waste your or other people's time
Respect	- Be kind and helpful - To our work and ourselves - Be honest - Listen to other people	- Don't hurt people's feelings - Don't waste or damage property - Don't interrupt
Safe	- Be gentle - Walk quietly and sensibly around the school.	- Don't hurt anybody - Don't climb or throw furniture

We have designed characters to support the children in learning and understanding what Ready, Respect and Safe means. These are on display in classrooms and around school. More information about these characters can be found on our school website: https://smcea.org.uk/important-information/behaviour/

At our school we recognise the importance of providing clear rules underpinned by our values and vision:

'Encourage one another and build each other up' 1 ***Thessalonians 5.11***
Flourishing together with community, hope, perseverance and friendship.

Routines are the cogs at the centre of all classroom practise. At South Marston CE Academy, we recognise that where Calm, Consistent and Kind Routines are established, children feel secure to take risks in their learning. Successful routines have a **maximum of 3 simple steps.**

Expectations of ALL Adults

We expect every adult to:

1. **Meet and greet** at the door
2. **Refer** to the school rules
3. **Model** positive behaviours and build relationships.
4. **Plan lessons** that engage, challenge and meet the needs of all learners.
5. **Use** a visible recognition mechanism throughout every lesson (eg, Class Dojo points)
6. **Be calm** when going through the steps. Prevent before consequences.
7. **Restore the relationship with the learner**, retain ownership and engage in reflective dialogue with learners.
8. **Praise in public and reprimand in private**

2. First Attention to Best Conduct

At South Marston CE Academy, we catch children doing the right thing first, before we deal with poor behaviour. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first (Pivotal, 2017).

We do this by positive recognition:

- Each member of staff will use Class Dojo points to show recognition of positive behaviour.
- Each class will have individual/collective reward systems e.g - marble jars.
- Weekly celebration assemblies
- Head teacher awards
- Stickers, verbal praise, post cards home.

3. Restorative and Inclusive Approaches

At, South Marston CE Academy, we know the value of showing a child their behaviour and teaching them new behaviours. We know that punitive punishment has its limitations and doesn't teach new behaviours. Individual staff dealing with their own children's behaviour has

enormous value. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

We have put the following in place to support the children

- Restorative Process
- Reminders to children and staff throughout the academic year about behaviour strategies, high expectations and requirements.
- Teaching of calming strategies
- Plenty of calm spaces around the school
- Use of Emotional Literacy strategies
- Visual reminders around the school such as posters and behaviour characters

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour can be a means of communication that can indicate current/recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

South Marston CE Academy provides the following in-school support for children with SEMH:

- Safe areas for children
- Pastoral Support Team and Programs
- Teaching of Zones of Regulation
- Individual resources (e.g. fidget toys, wobble cushions, movement breaks)

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. Individual Behaviour and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from our Educational Psychologist and Lighthouse Team at the Blue Kite Trust.

If a child becomes so dysregulated that it seriously affects their mental health, they may be asked to go home to calm down in order to support their mental health. If this is the case, a full investigation will take place to determine the cause of such a deterioration in mental health and things will be put in place to support that child back to education and prevent this from happening again.

Child-on-Child Abuse and Bullying

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Child on child is not acceptable, will never be tolerated and is not an inevitable part of growing up.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-bullying alliance, 2021).

The following measures are in place to prevent bullying:

- Anti-Bullying week and have a program of PHSE lessons to follow up after the Anti-Bullying week.
- Use of PSHE Jigsaw which covers themes such as friendships, relationships and acceptable behaviour.
- During internet safety week, we cover online bullying.
- Emotional Literacy support.
- Building strong staff pupil relationships where pupils understand they can share anything with staff
- Weekly collective worship which teaches about relationships through Christian values
- Recording behaviours on CPOMS (our electronic recording and filing system).

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional and mental health support.

Child-on-child including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child could also be in danger. Where sexual harassment child-on-child abuse occurs, we always seek advice from Hackett Continuum, Brooks Traffic Light tool, our Police Constable Support Officer.

South Marston CE Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Exclusions

Fixed Term Exclusions (External)

We believe that, in general, fixed term exclusions are not an effective means to help a child move their behaviour on. However, if the child has been very unsafe and the other children are at risk of harm, an external exclusion could be used to reset the class and the child. A plan for reintegration should be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has received a fixed-term exclusion, it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded on SIMS and reported to the Governors and Blue Kite Academy Trust.

Permanent Exclusion

The Blue Kite Academy Trust and the Local Authority Inclusion team should be informed when a child is at risk of permanent exclusion. In general, we as a school and The Trust always aim to avoid exclusion. However, we acknowledge that it can occur in certain circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. Before permanent exclusions, a variety of different strategies should be explored:

- A pastoral support plan should have been put in place for a period of 6 months or more, this is to allow time for interventions to work
- Gain expert advice
- An assessment of special educational needs and disabilities should take place.
- Alternative provision should be considered and used
- A negotiated transfer to another school

<u>Prohibited Items</u>

To support pupils' safety and learning, certain items are not permitted in school. In line with the Department for Education (DfE) guidance for schools, the use of mobile phones is not permitted during the school day. If a mobile phone needs to be brought into school for safety reasons (for example - when travelling to and from school), parents must inform the school in advance, and the phone must be handed in to the school office immediately upon arrival and collected at the end of the day. The school cannot accept responsibility for mobile phones that are not handed in as required.

Behaviour Blueprint)

South Marston CE Academy
This is how we do it here…

At South Marston CE Academy high expectations of learning, behaviour and respect for each other underpin everything we do, alongside our school values. Our staff strive to create independent, motivated and individual life-long learners who have the confidence and skills to flourish in life.

Rules

Be ready

Be respectful

Be safe

Over and Above

Praise
Recognition Board
Celebration Assembly
House Points

Visible Adult Consistencies

Meet and Greet
First attention to best conduct
Calm and caring

Relentless Routines Wonderful Walking

Fantastic lining-up – (prompt, straight, silent, forward facing).

30 Second Script
I have noticed….
You know our rule about….
Do you remember when?.....
That is the behaviour I need to see
Thank-you for listening.

Restorative process
Reminder 1
Reminder 2
Move to another classroom and missed work sent home
Leave the room to help calm down
Restorative process

Restorative Conversation
What happened?
What were you thinking at the time?
How did this make people feel?
What has been affected?
What should we do to put things right?
How can we do things differently in the future?

Appendix 2

South Marston CE Academy Scripts

We expect all staff to use some or all of the following scripts

- Directions are given in a **calm, firm, quiet voice**
- Give instructions and **walk away** to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*
- **Name … direction …. Thanks** - *'Fred...baseball cap off...thanks'*

- End instructions with '**thank you'** or 'thanks' not please - *"Anne, (two second pause) if you have an answer to a question then put up your hand, thanks!'*
- Use **Yes and And** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*
- Use **When and Then** - *"Trevor, **when** you've put up your hand **then** I will answer your question."*
- Use **positive do's** rather than don't' "*Alex, I'd like you to choose*

Appendix 3

Restorative Process

Consequence Ladder	
Step 1: Restorative process	When dealing with behaviour, we use the restorative process cycle. We try to keep children at stages 1 and 2 where possible.
Step 2: Communication with parents	If a child has 5 or more incidents in a week resulting in restorative conversations, or injury to another child or equipment, the class teacher must inform parents in person or by phone call home. These incidents must be logged on CPOMS.
Step 3: Formal meeting with support from SLT	If there is no improvement in the behaviour, then a meeting with parents/careers, class teacher and behaviour lead will be arranged. A clear safety support plan, including rewards and consequences will be put in place and reviewed at the end of 2 weeks.
Step 4: Fixed term Exclusion (External)	A serious breach of the school's behaviour policy may lead to a fixed term suspension (see exclusions policy). In rare circumstances, where the child has a safety support plan, it may be decided that an internal suspension is a more appropriate consequence. These are at discretion of the Headteacher.