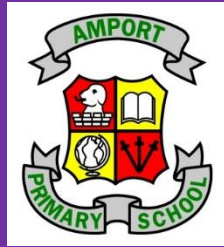


Amport C.E. (Aided) Primary School



Behaviour Policy

COURAGE COMASSION RESPECT

Vision Statement

Our vision is to nurture a supportive, forward-thinking community where everyone is valued for who they are. We are dedicated to inclusive lifelong learning and personalised education that respects individual starting points whilst allowing all children to flourish. By fostering courage compassion and respect we aim to develop global citizens who are empowered to make a meaningful difference to God's world.

"Ask and it will be given to you; seek and you shall find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened."

- *Matthew, Ch 7 vv7-8*

Our school strives to maintain a Christian environment that upholds **courage, compassion, and respect**. We encourage everyone to respect the rights of others to learn, fostering a culture where behaviour reflects positive choices, personal responsibility, and community support.

Aims:

- **Promote a nurturing, inclusive environment** where all students can learn and achieve their best.
- **Clearly define and reinforce positive behaviour**, ensuring that all students and staff understand expected standards.
- **Consistent responses** to behaviour are essential for a safe and fair learning environment.
- **Involve parents** and guardians in upholding and supporting behavioural expectations at school and at home.

We aim to promote good behaviour:

- Through the consistent use of three key words in dialogue with pupils – 'Ready. Respectful. Safe'.
- By providing staff with CPD and developing skills and confidence to enable them to feel empowered
- By maintaining caring relationships, encouraging mutual respect and tolerance
- Through encouraging self-discipline
- By developing responsible attitudes towards the property of others and our environment
- Through matching curriculum and teaching methods to children's needs and having high expectations of their work
- By working closely with each family because we feel home and school have collaborative roles to play in the education of the children.

We know that successful behaviour management requires all staff to be consistent in their approach to the children in our care. This means treating everyone with equity, respect and fairness; ensuring our inclusive ethos is reflected in our practice. Children are fully supported in understanding the school's expectations and why we need everyone to follow the simple rules

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we have in place. Our behaviour code is built around three key words which all staff and children understand:

‘READY, RESPECTFUL, SAFE’

These three key words negate the need for lots of rules when dealing with specific behaviours as the children understand that they need to be ready to learn, ready to listen and ready to respond appropriately. They know they need to be respectful of themselves, others and their environment. They also always know that they need to keep themselves and others safe. Ready, Respectful, Safe underpin all of our expectations around the standards of behaviour we expect to see in school and are used in a positive, affirming manner.

Rewards and Sanctions:

Positive behaviours are encouraged through praise, stickers, dojo points, and certificates.

Certificates

Certificates are awarded weekly in collective worship, celebrating achievements with family participation.

Dojo points

Dojo points are used to represent our internal school house point system. Children are awarded house points by following the school rules Ready, Respectful and Safe or modelling our core Christian school values courage compassion respect. We also use them as recognition of exemplary behaviour and can be used to recognise effort in lessons. Any member of the school staff team can award children with house points and the points earned will be recorded on our online system. These house Dojo points will be celebrated at the end of each half term. The house team with the most points at the end of each term will be invited to come to school in non-school uniform on an identified day. Dojo points will also add to a whole class total. Each half term children work towards a collective class treat by gathering a set number of Dojo points. These will include extra playtimes, trips to the green, craft sessions, construction time, bike time etc

Value Leaves

Value leaves are awarded for children seen to be upholding our core Christian values of courage, compassion and respect. These are presented in Collective Worship and then added to our value tree in the school entrance.

Class targets

Class targets will be tailored to meet the needs of the children in each class

Positive Reinforcement

Alongside dojo points, staff will use positive reinforcement to encourage behaviour choices which align with the school rules ready, respectful, safe. When children do not follow this; displaying behaviours which are contrary to the school and societal expectations, consequences will be put in place in line with the school behaviour-consequence chart

At the end of each half term, staff dress a golden table with a gold table cloth, and celebration glasses filled with squash for the selected children who have demonstrated an identified target, e.g, being respectful, using manners etc, for that half term.

Sanction

As a school we have a responsibility to support children to recognise the effects of any decisions they make which have a negative impact on themselves, others and the world around them. When faced with negative/disruptive behaviour staff should utilise their training which focuses on de-escalation. Staff will utilise different strategies which promote children to reflect, take responsibility for their actions and support them to undertake any restoration necessary which can include sanctions. Any sanctions which are implemented must be logged on CPOMs following the schools process. When a child makes a poor 'behaviour choice,' sanctions must be used fairly and consistently. It is important that the child understands that the staff member is disapproving of the behaviour and not of the child. As a school, sanctions we can use are:

Internal sanctions

These are sanctions which follow our school behaviour consequences chart. These are supported by staff in school and are implemented in relation to the level of behaviour presented. The school have implemented a colour system in relation to this with red behaviours being the highest. As the levels of behaviour increase the sanctions become more severe. Once red behaviours are presented there are a number of sanctions which are listed and can be utilised, however this is not an exhaustive list which must be worked through.

The Most Serious Behaviours

At Amport Primary School, we feel that suspending students has little impact on their ability to make positive behaviour choices. What it does do, in some circumstances, is to give the pupil time to fully regulate and reset. It is also important for staff to review and reflect on the function behind the behaviour and make adjustments to the child's provision in order to reduce the chances of exclusion happening again.

Restrictive Physical Intervention

There may occasionally be times when a member of staff may need to use physical intervention in order to keep a pupil or others safe, or prevent significant damage to property. As a last resort, removal from a situation can be through Team Teach physical intervention. This is usually when other strategies have been exhausted and where trained staff feel the intervention is necessary, reasonable and proportionate.

Use of reflection time and restorative conversations enable pupils and staff to understand the incident and to discuss how to prevent this from occurring again. It also gives the pupils the opportunity to feel they are being heard. We are also careful to ensure that all children have a chance to review the incident with a trusted adult after they have returned to an emotionally regulated state.

Staff Procedures for behaviour management

All staff take appropriate action when they witness inappropriate behaviour wherever they are in the school. A quick reminder to the child may prevent the behaviour from escalating. In the event of poor behaviour continuing or being repeated, the adult will action the following procedure, bearing in mind the needs of the child.

- Verbal reminder of the rule that the child is choosing not to follow – Ready, Respectful, Safe
- Warning– reinforcing the behaviour the adult expects to see and ensuring the child understands the expectations and considers this as a warning for a consequence, refer to consequence chart
- Behaviour consequence chart applied

For most children, some discrete reminders are enough to ensure they are helped to make the right choices. The above guidelines are a clear and consistent approach to supporting children with their behaviour. In considering whether a sanction is reasonable in all circumstances, we will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Beyond the School Gate:

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- On-line, for example on social media or playing platform games; In some way identifiable as a pupil within our school.
- Posing a threat to another pupil or member of the public.
- Adversely affecting the reputation of the school.

Safety and prohibited items

The safety and wellbeing of all children is our highest priority, and we expect every pupil to help us maintain a safe and respectful school environment. For this reason, children must not bring alcohol, drugs, harmful substances, weapons, or any item that could be used to cause harm onto the school site. It is also not acceptable for children to have, create, or share any inappropriate or indecent images in any form. If any such incident occurs, the school will follow its safeguarding and behaviour procedures, including carrying out a full and fair investigation and informing parents or carers as appropriate. Sanctions will be applied in line with the school's behaviour policy, taking into account the child's age, understanding, and individual needs. Our aim is always to ensure safety, help the child learn from the incident, and support them to make positive choices in the future.

Right to search

Under the DfE guidance 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' of 2022 we reserve the right to search a pupil with or without their consent if we believe them to have a prohibited item in their possession. Such items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff 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). School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. During searches two people will always be present. If these searches yield evidence that needs reporting to the police or children's services, we will do so in order to safeguard our children.

Removal from classrooms

Removal is necessary 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. Removal is used in very exceptional circumstances when other behaviour strategies in the classroom have been attempted or unless behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space. Removal should be distinguished from use of separation spaces (sometimes known as sensory or nurture rooms) 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. The SENCo and Headteacher will monitor removals to interrogate repeat patterns and the effectiveness of the use of removal. Pupils will be given extensive support including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Pupil Suspensions and Exclusions

The decision on whether to suspend or exclude a pupil from school is for the Headteacher to take. Where there is concern about a pupil's behaviour the Headteacher will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension or permanent exclusion. In this situation consideration is to be given to a multi-agency assessment that goes beyond the pupil's educational needs. Following a period of suspension, the pupil and parents will have a reintegration meeting with the Headteacher. This meeting will include the setting of targets and strategies to improve behaviour. The child will be on daily report to monitor behaviour and regular contact between the teacher, Headteacher and parents will be established. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing

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the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair. For more information on exclusion please refer to the Hampshire guidance on exclusions <https://www.hants.gov.uk/educationandlearning/educationinclusionsservice/exclusion>

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The law requires schools to balance a number of duties which will have bearing on their behaviour policy, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any disadvantage to a disabled pupil caused by the school's policies and practices
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Educational Health Care plan, the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a school, we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these, including:

- short planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or has severe eczema;
- training for staff in understanding conditions such as autism

It should be noted that any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Monitoring and evaluating procedures

The Headteacher, Leadership Team, and SENCO monitor behaviour within school and the Headteacher reports to the Governors regularly. The SENCO monitors the severity and frequency of behaviour incidents with specific children already on the SEN register or about to be placed on the SEN register and ensures that PSPs are in place.

Behaviour Principles Written Statement

The Education and Inspectors Act 2006 and Department for Education (DfE) guidance (Behaviour in Schools, 2012) require Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

This statement is aligned with the principles outlined in the DfE document, "Behaviour and Discipline in Schools - Guidance for Governing Bodies" (July 2013). It reflects the ethos and values of Amport Primary School.

This statement sets out the principles, not the practices. The practical implementation of these principles is the responsibility of the Headteacher. The purpose of this statement is to offer guidance to the Headteacher in formulating the school's Behaviour Policy by establishing the principles that Governors expect to be upheld.

Amport Primary School is committed to being an inclusive school, fostering an environment that promotes tolerance, fairness, and equality. Our school values, rules, and ethos underpin our interactions, curriculum, and policies, contributing to improving long-term outcomes for all children.

Our core values are:

Courage, Compassion and Respect

This statement has been approved by the Governing Board and the Headteacher, believing it accurately reflects the school's vision and ethos.

Principles

- **Safety and Well-being:** All pupils, staff, visitors, and members of the school community have the right to feel safe at all times within Amport Primary School.
- **Respect and Responsibility:** Governors expect all members of the school community to behave responsibly and to treat each other with respect, ensuring a nurturing and inclusive environment.
- **High Standards:** High standards of behaviour and a positive learning environment are essential to the success of the school. Staff are expected to model exemplary conduct, in alignment with school values.
- **Achievement and Personal Development:** All pupils should have the opportunity to reach their full academic and personal potential. Every child must feel valued by their peers and the staff.

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- **Orderly Environment:** The school will maintain a calm and orderly environment, where effective learning can take place and pupils are encouraged to exhibit self-control and positive attitudes.
- **Inclusivity:** The school prioritises inclusion, ensuring that all members of the school community can participate fully in school life, free from discrimination or prejudice based on race, ethnicity, gender, sexual orientation, religious belief, or disability.
- **Ethos of Equality and Diversity:** The school will cultivate an atmosphere of acceptance, kindness, and mutual respect, promoting equality and diversity in daily practice.
- **British Values:** Amport Primary School will ensure that British Values are embedded in the curriculum and are demonstrated through everyday interactions.
- **Collective Responsibility:** Supporting good behaviour is the responsibility of all staff members, who will work together to maintain a positive and supportive school culture.
- **Consistency of Rules:** School rules will be clear, consistently applied, and aligned with the school's ethos. Sanctions, when necessary, will be proportionate, fair, and in line with the school's Behaviour Policy.
- **Bullying Prevention:** The school will have a zero-tolerance approach to bullying or harassment of any kind. Measures to counter bullying will be consistently applied and monitored for effectiveness.
- **Support for Behaviour:** Recognising that some pupils may require additional support to meet behaviour expectations, the school will ensure such support is in place to help every child succeed.
- **Reasonable Force:** The use of reasonable force will be clearly outlined in the school's Behaviour Policy, ensuring safety and respect in all situations.
- **Parental Conduct:** Violence, threatening behaviour, or abuse from pupils, parents, or carers toward staff or other members of the school community will not be tolerated.
- **Exclusions:** Exclusions will only be considered as a last resort, after all other measures have been exhausted, and in line with the school's Behaviour Policy.

This written statement, and the policies it informs, apply to all pupils and staff both within and outside school premises, including during extracurricular activities such as school trips and when representing Amport Primary School as ambassadors.

Amport CE Primary School Behaviour Consequences

When faced with negative/disruptive behaviour staff should utilise their training which focuses on de-escalation. If this is not successful, the following should be utilised:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to give the child take-up time.
3. Give a consequence
4. Ensure the consequence is served

All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours. Secondary behaviours can be spoken about in restorative conversations afterwards. If blue or yellow behaviours are happening frequently then red sanctions may be used.

Blue and yellow to be dealt with by class staff, red referred by class staff to the Headteacher or Deputy Headteacher. All incidents, yellow and above, to be logged on CPOMS by the adult who witnessed it and imposed the sanction.

EYFS Behaviour Example Consequence (Higher level behaviours have different options to select from relating to appropriateness and are not substantive checklist)

Behaviour	Example	Sanction
Not listening to adults	Not following instructions	5 mins timeout of choosing time or 5 mins timeout at lunchtime
Not making the right choices	Copying others, talking during lessons	5 mins timeout of choosing time or 5 mins timeout at lunchtime
Being verbally unkind to others	Telling lies, name calling, not being kind	10 mins timeout of choosing time or 10 mins timeout at lunchtime
Not joining in with learning	Avoiding work, calling out	10 mins timeout of choosing time or 10 mins timeout at lunchtime
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	10 mins lost lunchtime and not being allowed to use that resource for the next session <u>Parents to be informed</u>

Not using kind hands and kind feet	Hurting others, kicking, scratching, spitting, hitting and pinching	10 mins loss of lunchtime Visit to SLT <u>Parents to be informed</u>
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Key Stage 1

Behaviour	Example	Sanction
Disrupting learning	Doing something which prevents themselves or others from learning	5 mins lost play/lunchtime
Provoking others	Encouraging others to make the wrong choices	5 mins lost play/lunchtime
Not doing as asked the first time	Not following and instruction Making the wrong choice	5 mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	10 mins lost play/lunchtime
Avoiding work	Avoiding work through actions or non engagement	Work to be completed in break/lunchtime
Not respecting property	Ripping up work or damaging property	Work to be completed again at break/lunch Not being allowed to use that resource for the rest of the day Visit to another teacher Parents to be informed
Using inappropriate words	Swearing	15 minutes lost lunchtime Visit to SLT Parents to be informed
Leaving designated learning area without permission	Leaving the classroom without instruction from staff	15 minutes lost lunchtime Visit to SLT Parents to be informed
Hurting others	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	15 minutes lost lunchtime Visit to SLT Parents to be informed

Key Stage 2

Behaviour	Example	Sanction
Disrupting learning	Doing something which prevents themselves or others from learning	10 mins lost play/lunchtime
Provoking others	Encouraging others to make the wrong choices	10 mins lost play/lunchtime
Not doing as asked the first time	Not following and instruction Making the wrong choice	10 mins lost play/lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	15 mins lost play/lunchtime
Avoiding work	Avoiding work through actions or non engagement	Work to be completed in break/lunchtime
Not respecting property	Ripping up work or damaging property	Work to be completed again at break/lunch Not being allowed to use that resource for the rest of the day Visit to another teacher Parents to be informed
Using inappropriate words	Swearing	30 minutes lost lunchtime Visit to SLT Parents to be informed
Leaving designated learning area without permission	Leaving the classroom without instruction from staff	30 minutes lost lunchtime Visit to SLT Parents to be informed
Hurting others	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	30 minutes lost lunchtime Visit to SLT Parents to be informed