BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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Contents

1. Aims & Vision
2. Legislation and statutory requirements
3. Definitions
4. Bullying
5. Roles and responsibilities
    5.1 The governing board
    5.2 The headteacher
    5.3 Staff
    5.4 Parents
6. Behaviour Blueprint - Our Approach to Behaviour Management
7. Other Sanctions
    7.1 Zero-tolerance approach to sexual harassment and sexual violence
    7.3 Off-site behaviour
    7.4 Malicious allegations
8. Behaviour management
    8.1 Classroom management
    8.2 Physical restraint
    8.3 Confiscation
    8.4 Pupil support
    8.5 Safeguarding
9. Pupil transition
10. Training
11. Monitoring arrangements

1. Aims & Vision

This policy aims to:

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Our Vision

"Living by our Christian Values: Together in Faith, Hope and Love"

At Horbury Bridge Academy, our vision is rooted in Christian values and inspired by the heritage of our local community. This vision reflects our belief that every pupil is a unique and valued part of one family of God, and that by working together, we can make a meaningful difference in the world.
Our vision takes inspiration from the words of Rev'd Sabine Baring-Gould, curate of Horbury Bridge, who in 1864 wrote the hymn *Onward Christian Soldiers*. This hymn, created specifically for the children of Horbury Bridge, was intended to feed their spirit and instil determination to live out Christian values as they marched to their mother church in Horbury.
The hymn draws from significant Bible passages:

- **1 Corinthians 13:13**: Highlighting unity in faith, hope, and love: *"We are not divided, all one body we, one in hope and doctrine, one in charity."*
- **Ephesians 6:13-18**: Emphasising living by Christian values, symbolised as the "armour of God": truth, righteousness, peace, faith, and prayer.

This vision continues to reflect our commitment to the community and parish, and it underpins our ethos of fostering a spirit of togetherness and service.

2. 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

Supporting pupils with medical conditions at school

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

3. Definitions

Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist, sexist, homophobic or discriminatory comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property (vandalism)
- Any form of bullying

Possession of any prohibited items. These are knives or weapons, alcohol, illegal drugs, stolen items, tobacco,fireworks, pornographic images or any item a staff member 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)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes.

4. 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Ethos

We are committed, as a school, to maintaining a positive ethos in school where everyone feels valued, listened to, respected, successful and safe. A bullied child is a very unhappy child and their social development and academic progress can be considerably hindered by this. We encourage children to inform staff if they witness bullying or fall victim to it themselves. Any incident of bullying is treated seriously and swift action will always be taken to rectify the situation.

Action to be taken

Any incidents of bullying or suspected bullying should be referred immediately to the Headteacher (Assistant Headteacher in the absence of the Head)

Children who witness bullying or fall victim to it themselves are encouraged to inform a member of staff (or their parents). They will be taken seriously and the problem dealt with immediately in line with LA protocol.

Parents are asked to bring any concerns or suspicions of bullying to the Class Teacher or Headteacher, so that the problem can be dealt with immediately

A meeting/discussion between the Headteacher and the parents of the child who is displaying aggressive/bullying behaviour will be arranged to discuss strategies of working together to improve the child's behaviour if it is felt that this would be profitable.

If the parents of the child who is bullied are unaware that this is happening, then the Headteacher will make arrangements to talk to them to inform them and also explain the strategies of the school to ensure the safety of the child while they are in school. Parents are alerted so they can also take action, as necessary, to ensure the safety of their child on the journey to and from school

All relevant staff will be informed of bullying incidents, by the Headteacher, so that the situation can be monitored, both to protect the child from further problems and to prevent the perpetrator from continuing such behaviour

The child who is bullied and the bully will need support. In some situations, other children may be involved in this. Strategies in each case will differ and will be worked out through discussion with the children and adults involved

A 'safe place' option can be provided in school for the child who is bullied, if this is appropriate

Within the curriculum time is given to teach children about relationships, consideration for the feelings of others, strategies for resolving conflict, support, care and respect for others.

The Headteacher may survey the class to ascertain their confidential opinions if an incident occurs. Survey enclosed.

Behaviour and Anti-Bullying Co-coordinator

The Headteacher, is responsible for the co-ordination of behaviour and discipline throughout school. Any incidents, which are of a serious or persistent nature, should be referred to him. The Headteacher/Deputy Headteacher will support staff in their duties regarding behaviour and discipline as appropriate including continued professional development. The Headteacher will keep under review the Behaviour and Anti-Bullying Policy, in consultation with staff, Governors and the school community. Staff and governors will regularly undertake training in regards to bullying and the best way to prevent, monitor and record.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using the school electronic recording system.

The senior leadership team will support staff in responding to behaviour incidents providing actions when needed.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school vision and values.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Behaviour Blueprint - Our Approach to Behaviour Management

Dealing with behaviour

Our approach is based upon these simple concepts:

1. Positive, targeted praise is more likely to change behaviour than blaming and punishing.
2. Reinforcing good behaviour helps children feel good about themselves.
3. An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
4. Young people need clear guidelines in terms of what constitutes acceptable behaviour with boundaries and expectations.
5. Understanding each child's needs and individual circumstances helps us to act in the fairest way possible for that child, at that moment.

Recognition and reward

At Horbury Bridge Academy we use the following ways to recognise positive behaviour:

- Team points
- Class Recognition Boards
- 'Star of the Week' certificates (also used for individual achievements and progress)
- 'Above and Beyond' bands (these are new and need to be purchased)

Recognition in the form of team points, class recognition boards and 'Above and Beyond' bands will be given for pupils who demonstrate that they are living our values and upholding our rules. All staff can (and should!) award team points and 'above and beyond' bands. Staff may also recommend to teachers any pupil they think deserves the 'Star of the Week'.

Living by Our Christian Values: Together in Faith, Hope and Love

How we define our Values and Rules.

From the academy vision, we have drawn the following three values:

Kindness - being friendly, generous, and considerate.

Courage - willingness to confront uncertainty and 'have a go'

Community - look to help others, not just ourselves.

We also have three academy rules:

Ready - to take responsibility for our learning and our actions.

Respectful - showing gratitude and empathy towards others.

Safe - being accountable for our own safety and the safety of others.

Giving recognition

Positive recognition of our values and rules should be used frequently to reinforce the behaviours we want our pupils to display. The value/rule that the recognition is given for should be vocalised to the pupil so they make the link between the behaviour and reward. Some examples of this could be:

Value: Kindness

"Thank you for holding the door for the class, Jane, that's so kind - 1 team point."

Rule: Safe

"Well done for remembering to walk to the line and help keep others safe - 1 team point."

Value: Community

"I loved the way you picked up Steve's coat, not just your own. You are really looking after our community - 1 team point."

Sanctions

It is crucial that sanctions are delivered in a consistent way, that is non-confrontational and linked to the child's behaviour, not the child's identity.
We **NEVER** talk about the pupil's behaviour to another member of staff in front of the pupil.
The following approach should be used by all staff:

1. Use the child's name
2. Get down to the child's level (if appropriate)
3. Make eye contact
4. Deliver the message
5. Walk away

When it comes to effective behaviour management, it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Stepped approach

At Horbury Bridge Academy we follow a stepped approach to consequences. It is vital that these are delivered consistently by all adults in school.

It is important to note that these steps are not used immediately, but rather when 'regular, high-quality' classroom strategies used within our everyday routines have been used and no change is seen in a pupil's behaviour.

The stepped approach resets at lunchtime each day to show pupils that a fresh start is possible and forgiveness is a part of our values as a church school.

Step 1: Verbal Warning:

Example script

1. You're … (state the noticed behaviour)
2. You are not (state the rule being broken Ready, Respectful, Safe)
3. This is your verbal warning.

'You keep interrupting and distracting others. You are not being respectful to your class. This is your verbal warning. Thank you.'

No record of the warning needs to be recorded.

Step 2. Restorative One (R1)

Example script

1. **I noticed you chose to continue … (state the behaviour)**
2. **This is the second time I have spoken to you and it has now become an R1 - I'll speak to you at (insert suitable time i.e. break/lunch**
3. **Thank you. (Give the child 'take up time' and DO NOT respond.)**

Example - ***'I have noticed you are still disturbing others. You are still not being respectful to your class. This is now an R1 I will now need to speak with you at break time. Thank you.'***

This is followed up with a 2-minute restorative conversation using the 'Follow-up, Repair and Restore' questions below.

No record of the warning needs to be recorded.

Step 3. Restorative 2 (R2)

Example Staff script

1. I noticed you choosing to continue to…**(state the behaviour), this is now an R2 and you will need to be in the spare classroom at the next break time.**
2. ***IF REQUIRED*** You need to move to… (describe place in the classroom or place at break/lunch). I will come and speak to you…
3. Thank you.

Example - ***'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.'***

IF REQUIRED

- Child moved to a designated area of the classroom (this is the teacher's discretion based on the situation).
- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, continuing with work, etc.

This is followed up with break-time restorative reflection led by a member of SLT. This will take place in the spare classroom every break time. Pupils will complete a restorative reflection sheet. There are separate sheets for KS1 and KS2. For pupils in EYFS, a restorative conversation will take place.

A member of SLT will run restorative reflection time each break.

A record is made on CPOMs of the incident

For regular occurrences:
Discussion with SLT and/or SENCO: consider Behaviour Intervention.

Specific Playground Sanctions

The same approach is used for breaks and lunch times. If a pupil receives an R1, they will stay with a member of staff to discuss the incident using the restorative questions below.

Follow up, repair and restore

Use the restorative questions below to follow up the incident, repair relationships and enable the child to learn what to do next time. The questions work well in the order they are written. For younger children, only use the questions in bold. It is the repetition and reflection on these that makes the difference.

- What happened? (Neutral, dispassionate language - No edge!)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected? (use age/stage appropriate language e.g. 'hurt/upset' for KS1 children)**
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

Remember the success of the restorative approach is to change behaviour. It is the certainty that this follow up will take place by EVERY member of staff that makes the approach a success.

Pupils who have further needs

This approach is applicable to all pupils, but we understand that at certain times, for certain pupils, a more bespoke approach will be required. If this is the case, a behaviour plan will be completed in consultation with the SENDCo and Head Teacher. This plan will be shared with all members of staff to support the effective management of behaviour.

7. Other Sanctions

7.1 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 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 school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - o Manage the incident internally
    - o 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.

7.3 Off-site behaviour

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).

7.4 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 [Link to our safeguarding policy] for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 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

- 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

8.2 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
- pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school.

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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 on CPOMS and reported to parents via a face to face conversation or a telephone call.

Many of the school staff have received positive handling training through this our aims are: The promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. For further information, please refer to our Positive handling policy.

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- the power to search a pupil without consent for 'prohibited items' and confiscate, retain or dispose of such items as required.
- a pupil behaves in such a way that seriously disrupts a lesson.

As stated in DfE documnetation, Behaviour and disipline in schools, January 2016; *Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.*

8.3 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.

8.4 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 child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. 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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint if this is relevant to their job role in school.

Behaviour management will also form part of continuing professional development and will take the form of staff training opportunities.

11. Monitoring arrangements

This behaviour policy will be reviewed by the senior leadership team and full governor board annually. At each review, the policy will be approved by the headteacher.