



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

Behaviour Policy

Date of Policy: September 2025

Review Date: September 2026



Behaviour Policy

At Axbridge Church of England Academy, all policies and practices are rooted in our Christian vision and ethos. Our work as a school community is guided by the words of Jesus:

"I have come so that you may have life, life in all its fullness."

John 10:10

This vision underpins our commitment to enabling every child and adult to flourish academically, socially, emotionally, spiritually, and morally, within a safe, inclusive, and aspirational learning environment.

Aims of this policy

- 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](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#):

- 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.

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A: Axbridge C of E Academy, Axbridge, Somerset, BS26 2BA

E: office@axbridgefirstschool.co.uk | **W:** www.axbridgefirstschool.co.uk | **T:** 01934 732391



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Statement of behavioural intent:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The WLT exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

1. Behaviour in our school

In our school we aim to create an atmosphere in which everyone cares for each other. It is important that every child in school feels secure, in surroundings that are calm and ordered, so that effective teaching and learning can take place. All our actions have the best interest of the child as our core principle. This is underpinned by our schools vision and aims, and further embedded by our Christian Values, Axbridge Expectations and Learning Powers.

All children need to feel safe before they can learn. It is our responsibility to ensure we provide a safe environment. This includes providing clear routines, structures, safe places and the presence of reliable and trusted adults. Creating a **safe, calm and organised environment** should reduce disruptive or negative behaviours.

1.1. School Vision

“Together We Inspire, Thrive & Excel”

Our mission, for each child and their family, is laid out simply below:

‘In our vibrant, inclusive community, every child is empowered to *thrive* and experience the joy of learning. By igniting the unique spark within each student, we *inspire* a lifelong passion for exploration and discovery. Empowered as independent thinkers, our students *excel* and are prepared to embrace *a life in all its fullness.*’

In providing this, we ensure that we also stay true to the Christian ethos and values of the school. These values have been simplified too and in consultation with the church and Rev Alistair Forster, we have selected: **Community, Courage** and **Love**. These values will be explored with

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the children throughout the year. In staying true to these values and aspirations, we believe that your child will flourish during their time at Axbridge and truly enjoy 'a life in all its fullness'.

1.2 Christian Values



'I have come that you may have life, life in all its fullness' John 10:10

Our Christian Values underpin all aspects of our daily life in school and support the positive behaviour policy that we have in place. We explicitly teach our Christian Values to our children and in turn, they live these values through all they do in school. We recognise, celebrate and embody these values at all times, they help us to lead a life in all its fullness.

1.2 Axbridge Expectations

Good behaviour is defined through our 'Axbridge Expectations':

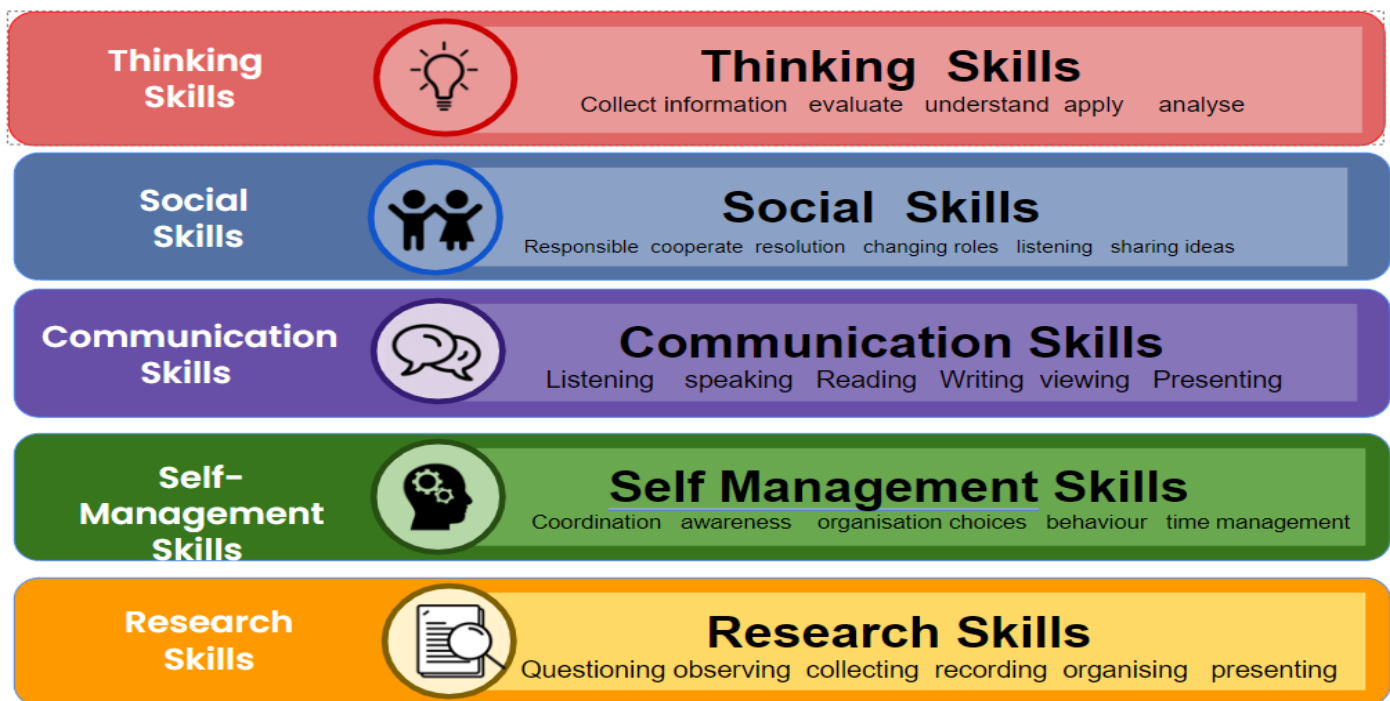
The Axbridge Expectations

- ✓ We are kind and polite 
- ✓ We work hard and take responsibility 
- ✓ We look after our school and everyone in it 
- ✓ We listen to and respect each other's views 

1.3 Learning Skills

Alongside the Axbridge Expectations and Christian Values, are the Learning Skills. These skills are designed to develop our learner's engagement and enjoyment of their learning, whilst underpinning the delivery of our inquiry-based curriculum. There is a clear progression and development of these Learning Skills, from EYFS to KS2, found in our Learning Skills progression documents. In our inclusive environment and alongside what could be called life-skills, the Learning Skills are preparing and supporting our pupils for life in the 21st century.





1.4 Behaviour as continuous teaching programme:

Behaviour is a curriculum; children must be taught how to behave well and time given for this.

Tom Bennetts principles of the classroom, provide a framework to support the teaching of behaviour effectively:

1. Behaviour is a curriculum
2. Children must be taught how to behave
3. Teach, don't tell, behaviour
4. Make it easy to behave and hard not to
5. No one behaviour strategy will work with all students
6. Good relationships are built out of structures and high expectations
7. Pupils are social beings
8. Consistency is the foundation of all good habits
9. Everyone wants to matter
10. My room, my rules

Whole class sessions serve to strengthen the community element, but time needs to be set aside in the classrooms to teach behaviour at an appropriate level for individual groups of children. Continuous re-enforcement is essential - the rules need to be kept 'alive'. Children have a right to know and understand the rules with all their implications, so that they can choose to take control of their actions. Give time to it - the time will be made up later. The policy is not a magic wand; it has to be worked on continuously.

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1.5 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 'Axbridge Expectations'
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons and provide them with early morning work to set the tone for the day
 - 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

2. Inappropriate behaviour

2.1 Inappropriate Behaviour is deemed as 'serious' when there is / are:

- Repeated breaches of the Axbridge Expectations
- Any form of bullying (see Section 4)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or seminude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as knives or weapons.
- Alcohol

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- 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 children)

2.2 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

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based • 	<i>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</i>
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	Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found in the Appendix.

3. Roles and responsibilities

3.1 Wessex Learning Trust

We are part of the Wessex Learning Trust and as such adhere to their policies related to behaviour. Please see them listed below:

- Exclusions Policy
- Dealing with Aggressive Parents Policy
- Dealing with Allegations of Abuse against Staff policy
- Attendance
- Safeguarding (Child Protection) Policy

The WLT Behaviour and Inclusion Strategy is used as a toolkit to support pupils who are struggling to adhere to our school rules. Behaviour incidents and Exclusions are recorded on Provision Map.

3.2 Governing body

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

The governing board also emphasises that violence or threatening behaviour towards staff will not be tolerated in any circumstances and this is further endorsed by the Wessex Learning Trust Policy, Dealing with Aggressive Parents Policy.

3.3 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.

3.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioral needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

3.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, outlined in their Home-School Partnership Agreement
- Inform the school of any changes in circumstances that may affect their child's behavior
- Discuss any behavioural concerns with the class teacher promptly

3.6 Pupil Code of Conduct (referenced in our Home-School Agreement)

- ✓ Arrive at school in good time
- ✓ Treat adults and other pupils with respect
- ✓ Work hard in class and allow others to work
- ✓ Respect and follow the agreed class and school rules
- ✓ Look after other people in the school
- ✓ Report bullying or any accident or other incident

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- ✓ Remember safety rules and good manners when using email and internet
- ✓ Take messages home
- ✓ Look after the school environment
- ✓ Complete my homework tasks when they are set

4. Reward Systems

The rules are discussed in school and within classes, so that all children are very clear about what is expected. We encourage children to behave well by recognising good behaviour with praise and, on occasion, certificates to take home. These are often shared in Celebration Assemblies with parents present to recognise good behaviour and build an understanding of what is expected by our children.

4.1 Verbal praise and positive comments

Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and teacher assistants will be encouraged to comment on good behaviour using our 'values' in order that children understand what the value, e.g. kindness, looks like in practice.

4.2 Acknowledgement

Spot and comment on times when children demonstrate good behaviour and make the right choices, without reminders from adults, e.g. helping to pack away after playtime.

4.3 Sharing positive messages

Staff will share positive messages with other family members at pick up and drop off times.

4.4 House Point System

Positive behaviour is further endorsed by our school house point system. Each child joins either Strawberry Line, Black Rock, Kings Wood or Crook Peak house and accrue points throughout the week. These are tallied and totalled each week, with the scores revealed in Collective Worship. Each term a team winner is announced and the team enjoy a reward such as extra time on the Adventure Playground or a disco.



4.5 Other rewards:

Weekly	Termly	Annual
<p>Learning Power award is given each week</p> <p>Christian Values award is given each week</p> <p>Headteachers award along with a book from book trolley</p> <p>Star of the week is given in each class</p> <p>*Classes may choose to award additional weekly awards, specific to their learning and inquiry.</p>	<p>House point winners</p> <p>Class certificates</p>	<p>Two children from each class are chosen to be on the school council by their peers</p>

4.6 Lunchtime and playtime reward systems

At lunchtime, the dinner supervisors use these reward systems to support positive behaviour as well as their own sticker rewards. We continue to focus as much as possible on the children who are behaving well. Noise levels are kept manageable in the lunch hall by a range. A child who is demonstrating excellent behaviour is chosen each day to lead the lunchtime prayer.

4.7 Stickers

We do not use stickers as rewards for appropriate choices or behaviour as we want to promote children's ability to reflect on their behaviour and eventually self-regulate their emotions. We are developing a school culture where children have strong self-motivation and self-control without being dependent on adults giving stickers as rewards. The only exception to this is the award of a Headteacher's sticker. In some circumstances, staff may use stickers for a specific child who requires something additional and different to motivate them or communicate messages with home. This will be detailed in their Individual Learning Plan.

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5. Inappropriate Behaviour and Sanctions

Each child needs to learn the consequences of their own actions and take responsibility for the way in which she/he behaves. If an adult is confident that a child has an understanding of the 'Axbridge Expectations' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. This is underpinned by a 'Restorative Justice' approach. When dealing with behaviour that falls below the expected standard throughout the school, adults will:

- never respond to inappropriate behaviour in front of a child's peer group or publicly display their name linked to inappropriate behaviour.
- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgment of wrong doing
- use the school rule or value as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy
- ensure that the child understands why his/her behaviour is not appropriate □ establish the facts and reserve initial judgement
- model thinking for a child who is finding it hard to explain things e.g. "I wonder if you...."
- provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves, that is unacceptable
- deal with problems, whenever possible, at the time of the problem e.g. lunchtime issues aren't brought back into class.
- use age appropriate language and approaches
- label feelings correctly e.g. don't say "that makes me sad" if actually you are worried, cross or frustrated by what has happened.
- inform family members if equipment is deliberately damaged

Definitions

When responding to such behaviour, all adults will endeavour to use a consistent approach in line with the plan below:-

Behaviour Management Ladder	<i>Links to WLT stages</i>
<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Clear warnings given and explained to child</p> <p style="text-align: center;">Behaviour expected to improve</p>	<i>Stage 0</i>
Level 2	



<p>If behaviour continues, child spoken to away from peers to address actions more fully.</p> <p>Share behaviour with member of SLT and look to gain support in understanding root cause of actions</p>	
<p style="text-align: center;">Level 3</p> <p>If inappropriate behaviour continues, class teacher informs parents and meetings/updates are offered. Personalised behaviour passports may be introduced.</p>	<p style="text-align: center;">Stage 1-2</p>
<p style="text-align: center;">Level 4</p> <p>If inappropriate behaviour continues, child sent to head teacher to discuss behaviour. The head may impose a sanction and/or write to parents and/or set individual behaviour plans with the SENCO/teacher</p>	
<p style="text-align: center;">Level 5</p> <p>If behaviour is not improving over time, headteacher will involve professional outside agencies. (ie. Family Liaison Officers/Educational Psychologist)</p>	
<p style="text-align: center;">Level 6</p> <p>Temporary exclusion. WLT policy followed. Re-integration set up and reviewed.</p>	<p style="text-align: center;">Stage 2-4</p>
<p style="text-align: center;">Level 7</p> <p>Permanent exclusion</p> <p>Absolute last resort.</p>	<p style="text-align: center;">Stage 5</p>

Every day is a new day for every child

The rules also apply at lunchtime and similar procedures will be followed if children misbehave at this time. This may result, in persistent cases, in parents being informed that their child must go home for dinner for a specific period.



Incidents of serious misbehaviour, such as insolence or violent aggression towards other children, will be dealt with immediately by the headteacher or the SLT and may need to bypass Level 1, 2 and 3.

In the case of deliberate destruction of property we would expect an appropriate contribution towards the cost of replacing the property destroyed. Exclusion of a child from school will be considered in extreme cases, but only after all other avenues have been explored.

We hope that our behaviour policy ensures that teachers can teach and children can learn, and that our school is a happy, safe place for everyone.

6. Restorative Justice

We have adopted a whole school approach to restorative justice and aim to:

Develop - emotional literacy, truth telling, accountability, responsibility;

Improve - behaviour, attendance, learning environment, teaching;

Increase - empathy, happiness, social and communication skills;

Reduce - bullying, exclusions, conflict, need for sanctions.

Restorative approaches are based on four key features:

- **RESPECT**: for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY**: taking responsibility for your own actions
- **REPAIR**: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION**: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

When conflict arises we will use a 'restorative justice' process in order to repair harm done and rebuild relationships.

The following points will be discussed with the children concerned:

What happened?

What were people thinking?

How did this make people feel?

Who has been affected?

How can we make the situation right?

How can we do things differently in future?



The emphasis is on children being able to try again, to get it right this time. *It is the behaviour which is disapproved of, not the child.*

7. 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

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 and reported to parents

Please see Reasonable Force Policy for further details, logs and procedures.

9. Confiscation

Any prohibited items 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](#).

10. Severe behaviour

Some behaviour may be recognised as so serious that the child cannot be given the opportunity to work through the consequences. Examples:

- Deliberate attack on someone else with intent to harm
- Leaving the school grounds
-

Such incidents are to be reported immediately to the headteacher or deputy headteacher. The incident is to be recorded on Provision Map. The parents may be informed by letter or by direct contact. Any repeat of such behaviour will result in a formal meeting being arranged with parents to discuss the situation. A behaviour improvement plan will then be set up involving the school



and parents. If necessary in particular circumstances, the child could be excluded, especially if this was to protect other children in the school (see sanctions ladder)

Note: Due to the serious consequences which will be put into operation as a result of this behaviour, the teacher involved must be absolutely certain of the guilt of the child and the nature of the incident. It must be behaviour, which endangers the child or others, or could be classed as outright defiance towards the teacher/adult. For example, an attack on another child could be provoked and still be severe behaviour. It is the degree of viciousness and intent to harm, not the reason or result, which is important. With serious fighting both children are to be reported. Any child provoking an attack will be dealt with through the normal procedures.

10. Specific 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 in a sensitive and differentiated manner to cater to the needs of the pupil.

The school's special educational needs co-ordinator and headteacher 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 the WLT Behaviour and Inclusion lead and SENDCo, external agencies and plan support programmes for that child, these are often put on an Individual Positive Behaviour Plans for the child. This may also include support from our tiered Emotional Literacy support approach and trained ELSA's where appropriate. We will work with parents to create the plan and review it on a regular basis.

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 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

Sanctions for sexual harassment and violence would follow the WLT guidance and Child Protection Policy and be determined 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:
 - 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.

12. 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).

13. 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.

14. 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.

15. 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.

16. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as appropriate. This is delivered through staff meetings, INSET days, CPD training opportunities and part of Performance Management cycles. The WLT Inclusion Manager is also a source of support.

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and LPB every year. At each review, the policy will be approved by the headteacher.



BEHAVIOUR POLICY ADDENDUM – since arrival of COVID 19 pandemic 2020

In addition to the expectations, rewards, sanctions and systems set out in our school Behaviour Policy the following measures are adopted until further notice.

Background

The pandemic places significant responsibilities on the school for the safety and health of pupils and adults present on the school site. Reduced staffing levels and the requirements for social-distancing also present constraints on the school's normal operation. Pupils' co-operation and positive behaviour are therefore essential for the school to operate in a safe, socially-distanced and positive way during the pandemic.

Procedures and rules to support the safe operation of the school during the pandemic Pupils will be informed of any new rules and expectations and will have a clear explanation of why these are necessary and how following them will make pupils and adults in school safer and more confident in playing their part at this time.

In particular pupils will be required to promptly and exactly follow:

- altered routines for arrival or departure;
- instructions on hygiene, such as handwashing and sanitising equipment;
- rules about sharing equipment or other items including drinking bottles;
- instructions on who pupils can socialise with at school and at what distance;
- instructions on moving around the school, for example, one-way systems, out of bounds areas and queuing two metres apart;
- amended expectations about breaks or play times, including where pupils may or may not play;
- instructions on the use of toilets, such as not mixing with pupils outside their class group/'bubble'.

Hygiene and personal behaviour

Pupils will also receive clear instructions on hygiene and personal behaviour to reduce the risk of transmitting the virus. These will include expectations about sneezing, coughing, using tissues and



their disposal ('catch it, bin it, kill it') and avoiding touching their mouths, nose and eyes with their hands. Pupils will also be asked to tell an adult if they are feeling unwell or experiencing symptoms of coronavirus (COVID-19). Staff will explain to pupils that there are very clear rules about coughing or spitting at or towards any other person and that any action that deliberately endangers the health of another pupil or an adult at the school will be likely to lead to exclusion from the school.

Inclusion and reasonable adjustments

The school remains committed to the inclusion of all pupils and will seek to make reasonable adjustments where possible. These might include use of a time limited part-time timetable, provision through a blended offer of in-school and home learning and additional support (subject to available resource) from adults in school.

Consequences and sanctions

Nevertheless, the health and safety of others is an over-riding priority and if a pupil is unwilling or unable to follow the rules introduced to secure a safe educational environment at this time he or she will face sanctions described in the Behaviour Policy including exclusion from school. The priority must be to ensure the health and safety of pupils so it may not be possible to offer chances to improve behaviour or compliance and a single incident may necessitate withdrawal from a class/activity or use of a sanction.

Celebrating excellent values and behaviour

The school's values stress everyone's responsibilities to each other and virtues such as kindness. The school will find opportunities to praise and celebrate behaviour that shows pupils developing self-discipline and consideration for others.

Trauma informed schooling approach

As a school, we have trained in Trauma Informed Schooling and recognise how a nurturing and trauma-informed approach can have a positive impact on attainment and social and emotional competences and confidence. At the heart of nurture and being trauma-informed we have a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.



Behaviour Log example

Pupil's name	
Name of staff member reporting the incident	
Date	
Where did the incident take place	
When did the incident take place <i>(Before school, after school, lunchtime, break time)</i>	
What happened	



Who was involved	
What actions were taken, including any sanctions	
Is any follow-up action needed, if so, give details	
People informed of the incident <i>(staff, governors, parents, police)</i>	

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Letter to parents about pupil behaviour meeting

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

