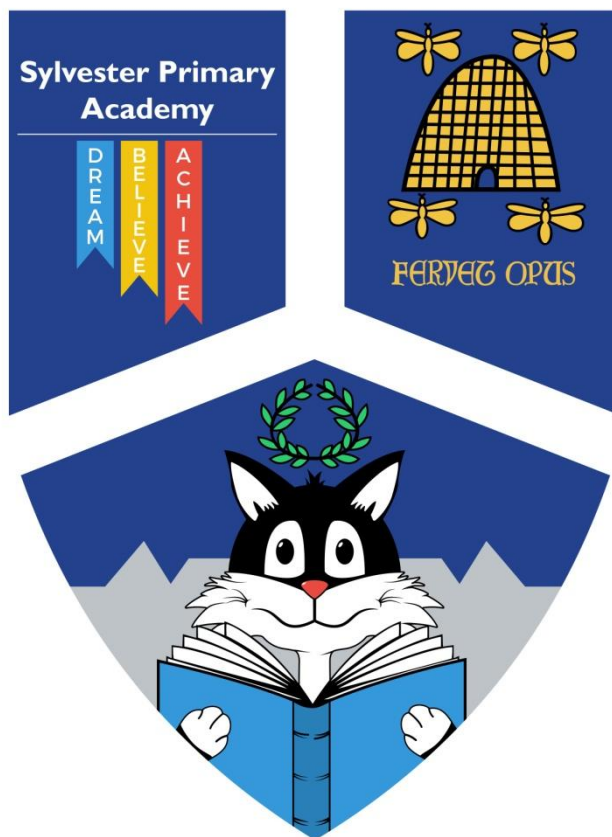


Behaviour Policy

Sylvester Primary Academy



Approved by:	Local Governing Body	Date:
Last reviewed :	September 2025	
Next review due by:	September 2026	



Sylvester Primary Academy Behaviour Policy

Sylvester Primary Academy is 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. As members of our community, we adhere to the values and promises of being: Respectful, Ready, and Safe.'

At Sylvester, we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'naughty' children, just 'wrong choices'
- Encourage children to recognise that they can and should make the 'right' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

The Principal and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to organise interventions and targets
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour must:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Pupils are expected to:

- Always do their best
- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn
- Treat the school environment and School property with respect
- Accept sanctions when given
- Act safely at all times

Behaviour for Learning

Sylvester Primary School Promises: 'Ready, Respectful, Safe'

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and staff with respect because they know this is the right way to behave.

Everybody has the right to be treated with respect.

Underlying principles:

We treat others how we want to be treated - READY

We are respectful to everyone and to our environment - RESPECT

We act safely at all times – SAFE

Ready – We come to school ready to learn. We ensure we have the right resources and mindsets for engaging with our work each day. We are prepared for each day and for new challenges. We turn up every day ready to listen, think, work hard and do our best.

Respectful – We will treat others how we would like to be treated. We will speak to each other with calmness and politeness. We value diversity and respect the individuality of each person by creating an environment which allows all to flourish through mutual respect.

Safe – We think carefully about our choices and actions. We act safely around school, making positive choices and using equipment and resources appropriately. We support each other, show kindness and seek help when we need it. We learn best when we feel safe and valued. We work together to make sure everyone stays safe in our school.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the promises, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has three simple promises, '**Be Ready, Respectful and Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Promises	Visible Consistencies	Over and Above Recognition REWARDS
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing	1. Dojo points

	3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language	2. Phone call/message home 3. Verbal praise 4. SLT praise 5. Show work at Celebration Assembly 6. Dojo Champion/ Class Superstar/Ruby's reward
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Stepped Boundaries	
1. REMINDER	I noticed you are ... (identify behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school promise of being safe. Please walk. Thank you for listening.'
2. CHANCE	I noticed you are ... (identify behaviour) This is the second time I have spoken to you. You broke the promise about (connect the behaviour to the promise) You need to speak to me for two minutes after the lesson. Do you remember last week/yesterday/five minutes ago when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. Example - 'I have noticed you are not ready to do your work. This is the second time I have spoken to you. You are breaking the school promise of being ready. You will now need to speak to me at the end of the lesson. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. THINKING TIME	I noticed you are.... (identify behaviour). You broke the promise about (connect the behaviour to the promise) You need to go to have some thinking time at the back of the classroom. I will speak to you in 5 minutes. Example – 'I notice that you are using rude words. You have now chosen to have some thinking time in our classroom. I will speak to you in 5 minutes. Thank you for listening'.
4. THINKING TIME (outside the classroom)	I noticed you are.... (identify behaviour). You broke the promise about (connect the behaviour to the promise) You need to go to have some time out outside of our classroom. I will speak to you when you return. Example – 'I notice that you are continuing to use rude words. You have now chosen to have some thinking time outside our classroom. I will speak to you when you return. Thank you for listening'.
Senior Leadership Team called to the classroom to support.	
Reflection (playtime/lunchtime) Repair and restore conversation (Neutral, dispassionate language.)	- What was I thinking before the incident? - How was I feeling at the time? - What happened? - Who has been affected and how? - What should we do to put things right? - What will I do next time?

Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to develop excellent behaviour

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTICE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Sylvester Primary Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases and words should be chosen carefully and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the class file at the staff member's discretion.

BEHAVIOUR PATHWAY

- 
- Reminder
 - Chance
 - Thinking time X2
 - Follow up conversation
 - SLT support
 - Reflection – time in with an adult
 - Sent to SLT/VP/P
 - Parents phoned
 - Parents called to school
 - Suspension
 - Permanent Exclusion

Sanctions

Reflection – time in with an adult

Children are encouraged to reflect on their behaviour during a playtime or lunchtime reflection. During this time adults will talk to children and work through a process of reflection and restoration using the following questions:

- What was I thinking before the incident?
- How was I feeling at the time?
- What happened?
- Who has been affected and how?
- What should we do to put things right?
- What will I do next time?

However, children who continue to cause concern may be:

- asked to work under the supervision of the Vice Principal or Head of School
- encouraged to work in another class and earn the right to return to their own class
- set specific targets to improve behaviour
- monitored on a 'Behaviour Record Card'
- be subject to a Pastoral Support Plan
- in extreme cases, suspended for a fixed period of time or permanently excluded
- attend a behaviour turn around programme

Reflections

Reflections will be monitored over each half term

- If a child has 3 reflections, the class teacher will make contact with parents via phone call to discuss the child's behaviour and look for solutions and support that can be put in place. Discussion around the criteria for attending the behavior reward should be held at this point.
- If a child has 5 reflections, the class teacher and key stage manager will meet in person with parents and look for solutions and support that can be put into place. At this point, the child will be put on a report card for an agreed time period. Any further reflections will impact on the behaviour reward.
- If a child has 8 reflections, the class teacher and the Vice Principal will meet in person with parents and the child and specific behaviour targets will be set.
- If a child has 10 reflections, Vice Principal and the Head of School will meet in person with parents and the child and specific behaviour targets will be reviewed and evaluated A PSP will be considered. The Local Authority, external agencies and The Trust will be consulted at this point for advice.

Behaviour rewards

Children with fewer than 6 reflections in a half term will have a reward. Whole school rewards will take place at the end of each half term. They may be in school (visitors, shows or experiences) or be a trip out of school (cinema, bowling etc).

Challenging Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or related to SEND needs. As a school we recognise that their behaviour is to their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or other people are unsafe. This will only be used as last resort and only by trained staff.

Inclusive Practice

Our policy considers the needs of all pupils and aims to make them feel safe and feel that they belong. A Special Educational Need or Disability may be a reason that a pupil exhibits certain behaviours. Some pupils may need individual behaviour programmes and systems as a result of their needs. We work alongside parents and other agencies to implement advice from professionals regarding behaviour management for individual pupils as appropriate. To support the needs of SEND children, Personal Provision Plans will be used. This will mean the Class Teacher, along with the SENCO and child's parents will devise a tailored plan for supporting this child in regulating their emotions, making day-to-day decisions, as well as a clear plan for reward and consequence.

Trauma Informed Practice

Our approach to behaviour is underpinned by trauma-informed practice, recognising that children's experiences outside of school can significantly impact how they learn, behave, and build relationships. We understand that some behaviours may be expressions of unmet needs, stress, or past trauma, and we aim to respond with empathy, consistency, and support rather than solely through sanction. Staff are trained to prioritise safety, trust, and positive relationships, while helping children to develop emotional regulation and resilience. By fostering a nurturing and predictable environment, we ensure that all pupils feel valued, understood, and ready to engage in learning.

Relaxation Room

Sylvester has a relaxation room (Calm Room) which is used as a safe space to effectively promote a range of strategies to assist children to feel safe and calm during times of high anxiety or upset. The Learning Mentor uses the Relax Kids (Mindfulness) programmes, play therapy, massage in schools programme and wellbeing sessions such as yoga. She offers a range of therapies and relaxation techniques to children to develop self-regulation skills. Using Relax Kids helps develop children's emotional literacy; helps develop a self-awareness and self-regulation as well as understand the links between thoughts, feelings and behaviour. The room also provides a safe haven for vulnerable children who may need to access a quiet space at playtimes and lunchtimes.

Dog Mentor

We now have a Dog Mentor (Ruby) at school who supports children with their emotional wellbeing and provides enjoyment and happiness in school. Working with the Dog Mentor helps to promote calming behaviours, increases confidence as well as improving social skills and self-esteem. The programme aims to have a positive impact on behaviour in school. Regular class visits enable children to learn regulation skills, practice calming breathing and teach children the important life skill of looking after their own mental health.

My Happy Mind

As part of our approach to supporting positive behaviour and wellbeing, we use the myHappyMind programme, which is backed by the NHS. This whole-school wellbeing curriculum helps children develop confidence, resilience, and emotional literacy through the latest research in neuroscience and psychology. By equipping pupils with strategies to understand and regulate their emotions, build positive relationships, and celebrate their strengths, myHappyMind supports a calm and respectful learning environment where every child can thrive.

Monitoring and Additional Support

At Sylvester Primary Academy, we adopt a proactive approach to behaviour management. The Learning Mentor and the Vice Principal as part of the school monitoring cycle review children's behaviour regularly. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents are recorded and are put into a Behaviour Database. This allows trends and patterns to be extracted. Information such as frequency of incidents, time of occurrence etc. This information enables staff to support children and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a child is exhibiting including identifying triggers.

Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Learning Mentor can support children causing concern. The Learning Mentor uses data from the behaviour journal and, if appropriate the SNAP B Behaviour Assessment Tool, to identify any skills deficits that may need to be addressed for behaviour support strategies to be successful. Children are supported to develop these skills and move towards working on behaviour targets.

With parental permission, we may consult the Behaviour Support Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with School and parents may be considered.
- 1:1 targeted support from an Educational Psychologist.
- Early Help support for the family may be offered (if criteria is met).

Pastoral Support Programmes

For pupils who continue to exhibit exceptionally challenging behaviour, the school will organise a multi-agency meeting with a representative from the Local Authority with the purpose of formulating a Pastoral Support Programmes (PSP). Pastoral Support Programmes (PSP) are intended for those pupils who do not respond to intervention and who are therefore **"putting themselves at serious risk of permanent exclusion, disaffection or criminal activity."** It is a short-term intervention designed to support pupils in mainstream schools.

- The PSP must identify:

- ❖ Those behaviours which are persistent, and problematical.
 - ❖ The cause for concern and what is reasonably required for the pupil to remedy the situation.
 - ❖ Precise and realistic behaviour outcomes the pupil is to work towards. The targets should be clear and specific.
 - ❖ The rewards that can be achieved for meeting the targets and specify the sanctions that will come into force if specific behaviour occurs.
 - ❖ The staff members who are to oversee the PSP.
 - ❖ The nature and extent of parental involvement.
- Once agreed the PSP should be discussed with all the members of staff teaching and supervising the pupil and an agreement reached on the common strategy for managing the pupil over a specified period. All staff are made aware of the targets.

Primary school pupils should ideally be supported, and their behaviour managed in their school, however if this behaviour gets to 'crisis point' and all support has been exhausted, the school will access the Local Authority protocol which will look at future options regarding a child's educational future at Sylvester. The Local Authority representative will lead on this protocol.

Working with parents

It is essential that the school benefits from working closely with parents with the aim of improving the behaviour of all pupils, while addressing a pupil's emotional needs.

Parents are kept informed about their child's behaviour using a message system, class dojo.

Parents may be invited into school to meet with the Class Teacher, Key Stage Manager, Vice Principal or Head of School to discuss their child's behaviour, set improvement targets and look at solutions and support that could be put in place.

It may also be pertinent and appropriate to create a Personal Behaviour Plan (PBP), Behaviour Contract or look to external agencies for advice, support or assessment.

If the child continues to behave inappropriately, the parent will then be invited to a meeting with the Head of School. The school may consider a PSP or modifying the curriculum in order to bring about an improvement in the child's behaviour.

Parents and their child may be asked to attend a Governors Behaviour Panel if a pupil persistently breaks the school promises and is not responding to serious sanctions and consequences.

Suspension

Children whose behaviour continuously reaches reflection level will be closely monitored and supported. However, if a child's behaviour continues to reach reflection level and after a programme of intervention support, then the school will inform the parent that if their child's behaviour reaches a further reflection time the school will consider undertaking a suspension.

If the suspension fails to bring about an improvement in the pupil's behaviour, the Head of School may consult the Local Authority – Exclusions & Admissions Department.

Permanent Exclusions

If the child's behaviour continues to deteriorate, the Governing Body of the School reserves the right to consider a permanent exclusion. The Governing Body also reserves the right to permanently exclude a pupil following:

- Ongoing exceptionally challenging behaviour that is impacting on the emotional well being and learning of other pupils in the school
- A severe 'one off' incident as deemed appropriate by the Head teacher and the Governing Body.
- Malicious allegations against School staff.

Any Suspensions/Permanent Exclusions will take place in accordance with the DfE guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, August 2024.

Breakfast and After School Club

Children who attend Breakfast and/or After School Club will be managed under the same behaviour system that operates during the school day. Persistent breaking of the school promises and undesirable behaviour at these clubs may result in a child being asked to reduce their attendance for a period of time, suspend their attendance for a period of time and in extreme circumstances, the Head of School would decide that a child is no longer allowed to attend for their safety and wellbeing and the safety and wellbeing of the other children.

Behaviour outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. The range of sanction and consequences will apply in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

The school has a statutory power to discipline children for misbehaving outside the school premises.

A teacher may use any of the disciplinary sanctions covered by this policy in connection with poor behaviour and bullying which takes place off the school premises and which is witnessed by a member of staff or reported to the school.

A teacher may also discipline a child for misbehaviour when:

- Taking part in any School-organised or School-related policy or
- Travelling to or from School or
- Wearing the School uniform or
- In some other way identifiable as a pupil at the school

Even if the above conditions are not satisfied, a teacher may still discipline a child if their behaviour is such that it:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

Staff with the power to discipline pupils

Teachers have statutory authority to discipline pupils for misbehaviour. This power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants, unless the Head teacher says otherwise.

Using reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

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.

Schools can also identify additional items in their school promises which may be searched for without consent. Force **cannot** be used to search for these items.

Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded, and a separate Positive Handling Policy exists.

Confiscation of Inappropriate Items.

There are two sets of legal provisions which enable School staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search and screen** for "prohibited items".

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed, or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil) an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. Before any search is carried out, the staff member should explain to the pupil why they are being searched, how and why it is being carried out. The staff members should always seek the co-operation of the pupil before conducting a search.

Further guidance can be found in [Searching, Screening and Confiscation Advice for Schools 2022](#)

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Types of abuse and bullying

It is important to recognise that children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child-on-child abuse' (formally known as peer-on-peer abuse) and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
-

All staff should be able to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports in line with their child protection policy. Even if there are no reports of child-on-child abuse, it should be recognised by schools and settings that this does not mean it is not happening, it may be the case that it is just not being reported.

Staff in school should understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Our PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

Our school values promote positive behaviour and relationships in our school community and beyond and our wider spiritual, moral, social and cultural encompasses personal development across the whole curriculum.

Staff induction

Staff and governors at Sylvester Primary Academy will have an induction regarding behaviour appropriate to their roles, which will include the school’s vision/ethos, aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems within the school which support safeguarding, including online safety and copies of relevant policies.

Staff training on behaviour management occurs at least annually for all staff and there is also more specific training for staff in different roles throughout the year.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

This policy was adopted in September 2025 and will be reviewed in September 2026

Appendix A - POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:
What does the behaviour look like?		
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What are common triggers?		
De-escalation skills		
Skill	try	avoid
		Notes
Verbal advice and support		
Giving space		
Reassurance		
Controlled choices		
Humour		
Logical consequences		
Planned ignoring		
Time-out		
Removing audience		
Transfer adult		
Success reminded		
Supportive touch		
Listening		
Others		
Diversion and distractions		

Any medical conditions to be taken into account before using Physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			
Who has been informed/Where has the incident been recorded?			
Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour).			
Teacher:			
Parent/Carer:			
Student:			
Educational Psychologist:			
Social Service (if applicable):			
Headteacher:			

