Behaviour Policy

Version: 5

Date: Autumn 2025

Review Date: Autumn 2026

Only Our best will do!

'Success makes us SPARKLE'

Aims of our behaviour policy

- To create a welcoming, respectful and safe learning environment in which everyone can be successful.
- Create an atmosphere where social, moral, spiritual, cultural and personal values are learnt and developed.
- Develop a consistent approach across the school, at all times of the day, which all adults and children know and understand.

School Aims

Children at Albrighton Primary School know that our motto 'Only Our Best Will Do!' applies to all aspects of school life including how well they conduct themselves in and around school. We are a caring, nurturing school and believe that best behaviour is promoted through positive re-enforcement and rewards, enhancing self-esteem and ensuring that all children feel valued. Albrighton pupils come to school eager to learn and are regularly praised by visiting adults for their good behaviour. Through our behaviour policy, we can deal effectively and consistently with any incidents where children do not live up to our high standards.

Equality and Fairness

At Albrighton Primary School all pupils, parents and staff are treated equally; with respect and in a just and fair manner. The school promotes equality of opportunity, and a sense of fairness is evident in the work of the school. Pupils as well as staff are invited to take part in decision-making through the School Council and the Children's Safeguarding board, and parents take part in parent panels. Albrighton Primary recognises ethnic, religious, cultural and linguistic diversity which is valued and promoted as a positive feature of the school and its community.

Taking Account of Individual Student's Needs

Staff will consider the needs of more vulnerable students, those with SEN, disability and/or minority ethnic race, religion or culture. We will ensure that we will:

- not discriminate against racial groups in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students
- make special educational provision for students whose behaviour related learning difficulties call for it to be made
- identify students at-risk in advance
- make sure that every vulnerable student has a key person in school who knows them well, has good links with the home and can act as a reference point for staff
- contact external agencies for advice when they are unsure how to apply the behaviour policy

School Rules – '*SPARK* up our school'

For consistency, everyone in school follows the same rules to '*SPARK* up our school'

S – Stay calm and kind – we use gentle voices, calm bodies, and kind words with everyone.
P – Play safely and fairly – we take turns, follow the rules, and include others in our games.
A – Always listen and learn – we show respect by listening carefully and doing our best in every lesson.
R – Respect everyone and everything – we look after each other, our school, and our belongings.
K – Keep trying your best – we don't give up, even when things are tricky – we show resilience and pride.

The behaviour poster will be displayed around school and in all classrooms:



School Values

We also link these rules to our school **values** of **Respect, Kindness, Inspiration, Aspiration, Resilience** and **Responsibility.**





Rewards

Our emphasis is on rewards to reinforce good behaviour and the opportunity to put a 'mistake' right. We believe that rewards have a motivational role in helping children to see that good behaviour is valued. The commonest reward is praise; informal and formal; public and private; to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

At Albrighton Primary School we celebrate positive behaviour through:

- Praise (lots of it!);
- Class Dojos – children can 'cash' these in for motivational rewards often chosen by children themselves;
- Stickers;
- Praise postcards;
- Class Hero Assemblies;
- Sports Person of the week from phases;
- Star Readers, mathematician and writers;
- Certificates;
- Weekly SPARKLE TIME;
- Letters from the headteacher half termly.

Sanctions

Although rewards are central to the encouragement of good behaviour, sanctions need to be in place to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features: -

- It must be made clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions being applied;
- There should be a clear distinction between minor and major offences.

SPARKLE System

The 'SPARKLE rocket'

- Children begin every day in the middle of their class chart (for Reception children this is every half day).

- They have 3 opportunities to move up the rungs. Each rung children go up; they receive several dojos. E.g. 1 dojo, then 2 dojos and 3 dojos at the top.
- Children's daily dojos are collected (these should be regularly reviewed to ensure they are fair, and consistent across all classes).
- Children will have a list of rewards that they can exchange their dojos for (classes create a list at the beginning of the school year, which is then used across the school for consistency between classes)
- Each class should celebrate the children who SPARKLE at the top of the chart every day.
- All children who are in the middle of their chart or above by the end of the day every day in the week will also receive SPARKLE TIME on Friday afternoon.

Rewards other than dojos

Stickers

Raffle tickets

- Any member of staff in school can give out raffle tickets to pupils in recognition of their good behaviour. A raffle ticket represents a dojo to be given to the child.

Praise Postcards

- Staff are encouraged to send praise notes home frequently in recognition of consistently good behaviour.

Praise Letters

In recognition of consistent good behaviour, the headteacher will send praise letters through the post at the end of a half term. Two children will be chosen by teachers in every class.

The Sanctions

- If a child is demonstrating any negative behaviour, the child will move one space down and a staff member will have a quiet word with them.
- If a child is spoken to again, and the behaviour continues, they will go down another space and receive a sanction of 5 minutes loss of break time that day (or the next if necessary), with the class teacher.
- Persistence of the behaviour will then result in the child being on the bottom rung. This then serves as a reminder to the child that they need to get their behaviour back on track and they miss 10 minutes break for reflection that day (or the next if necessary), with the class teacher.
- At this point children are reminded that their behaviour needs to change for them to travel back up, and this is possible if they try hard to turn around their behaviour.
- If a child does not take the opportunity to reflect and change their behaviour, then the consequence is a missed break
- If a child is at the bottom of the chart at the end of the day, they lose 10 minutes of Sparkle Time. Loss of SPARKLE TIME is for reflection (with class teacher or phase leader).

If a staff member is on duty when a child in their class needs to miss some of their break time, the duty must take priority, and the child will be supervised by another teacher during their missed time.

Display in the classroom

- A class SPARKLE Rocket will be in each class on the wall for all to see.

Behaviour Management of behaviour incidents

Number of times at the bottom of the rocket	Action	Adult(s) involved
1-6	Notification sent home to parents to sign and return	Class Teacher
3	Class Teacher contacts parents to discuss behaviour and to consider supportive strategies including additional resources to support positive behaviour	Class teacher Parents
4-5	Pastoral team contacts parents to discuss what support can be given and meets with the child frequently to discuss their behaviour and any barriers to good behaviour. Success Chart set up	Learning Mentor/Pastoral Class Teacher Parents
6	A member of the SLT contacts parents to discuss behaviour and possible support. IBP set up alongside Success chart with clear targets, rewards and sanctions.	SLT member Class Teacher Parents
Above 6	HT involved meeting with all parties. Child possibly removed from class for a set period. Possible Exclusion.	HT DHT Parents

Behaviour record log

- Any unacceptable behaviour is recorded on CPOMS with actions clearly added.

Break and Lunchtimes

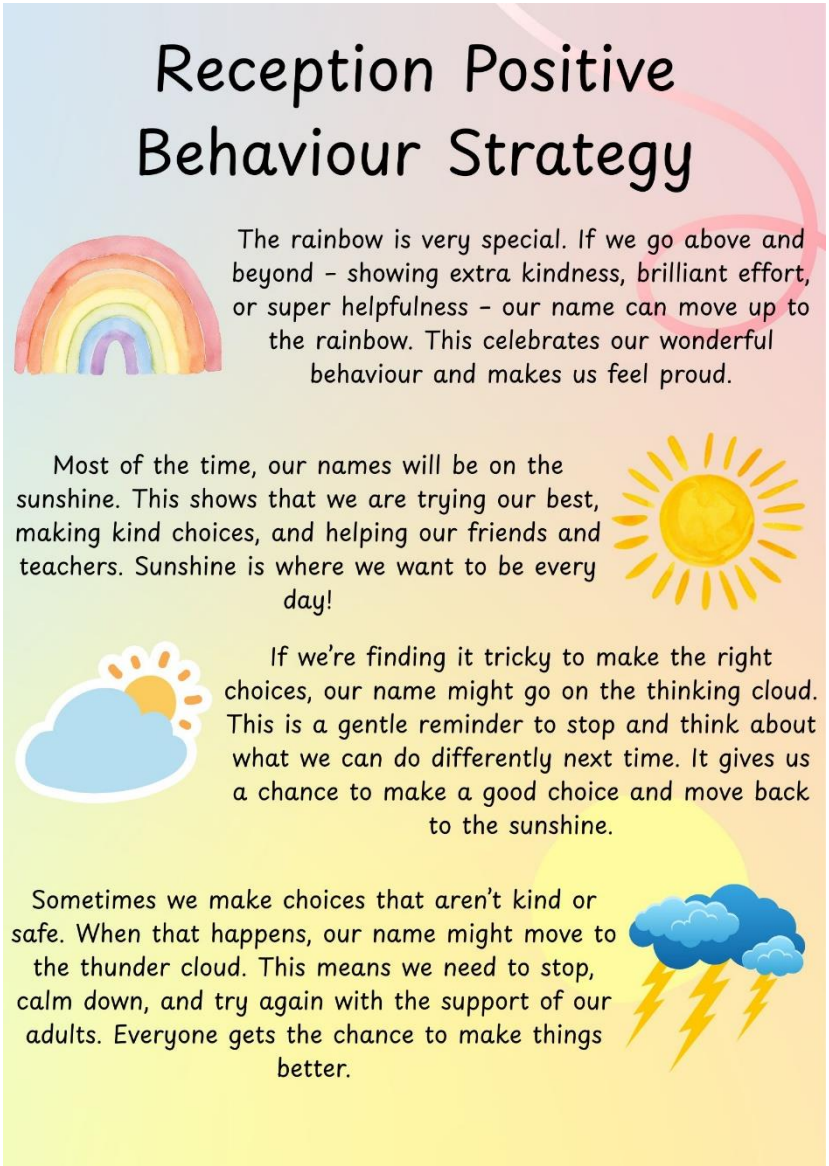
At lunchtimes, lunchtime staff will continue to give children rewards and sanctions. Sanctions will be taken immediately with children missing part of their break time in reflection.

Zoom Wrap around Club

Children in zoom will be rewarded with raffle tickets to go into a draw that evening to receive a prize. Children will have time out from play if needed as a sanction.

Our positive behaviour system in Reception

In Reception, we use a positive behaviour system to create a nurturing and supportive environment where children feel safe, valued, and motivated to learn. By focusing on positive reinforcement—such as praise, rewards, and recognition—we encourage children to make good choices, build self-esteem, and develop important social and emotional skills. This approach helps to establish clear expectations, promotes consistency, and fosters a classroom culture rooted in respect, kindness, and cooperation. Ultimately, it supports children's overall development and lays the foundation for lifelong learning and positive relationships.



Key Components of our Behaviour Curriculum

1. Explicit Teaching of Behavioural Expectations: Clear and consistent expectations for behaviour are taught to all pupils. These expectations are reinforced through regular lessons, activities, and assemblies.

2. Social and Emotional Learning: Our curriculum includes programmes that focus on developing skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

3. Positive Reinforcement and Recognition: We use positive reinforcement to acknowledge and reward pupils who demonstrate exemplary behaviour.

4. Restorative Practices: Restorative practices are integrated into the curriculum to help pupils understand the impact of their behaviour on others and to promote accountability and conflict resolution.

5. Character Education: pupils are taught values such as respect, responsibility, kindness, and good manners.

By following our Behaviour Curriculum, we aim to create a positive school culture where pupils feel valued, respected, and equipped with the skills they need to succeed both academically and socially.

The Behaviour Consequence Hierarchy at Albrighton

The Behaviour Consequence hierarchy is used to manage on-going behaviour both within lessons and during playtimes and lunchtimes.

Stage 1 – Teachers / TAs are responsible
Behaviour being dealt with in class using the SPARKLE behaviour chart.

Such behaviour that may be shown but is not limited to: Mistreating equipment; shouting out; talking when an adult is talking; not listening/following instructions; wasting time; disrupting others; making little or no effort; unwilling to co-operate; other low-level behaviour.

Negative behaviour is subject to the sanctions listed above.

Stage 2 – Teachers are responsible, with support from the Learning Mentor(s) if required
If the child is repeatedly ending the day at the bottom of the chart. Then the teacher will need to arrange to speak to parents, either in person or on the telephone. If appropriate, time may be needed to work with the learning mentor if triggers or behaviours need addressing – teachers to refer child to learning mentor.

Stage 3 – Teachers are responsible, with support from SLT if required
If poor behaviour persists over time, then parents will be informed and invited into school to meet with class teacher to discuss their child's on-going behaviour issues. A target success chart will be implemented by the class teacher to monitor the child's behaviour, session by session including playtimes and lunchtimes as necessary. These behaviour charts should be shared weekly with SLT (headteacher and deputy).

Stage 4 – Deputy Headteacher is responsible, with support from the teacher(s)
If, there is no improvement in behaviour, the matter will be referred to the Deputy Headteacher, who will formulate a behaviour agreement with the child and his/her parents. This is known as an IBP (Individual Behaviour Plan).

The behaviour monitoring will then be carried out by the Deputy Headteacher whilst the IBP is in force.

Stage 5 – Headteacher is responsible, with support from Deputy and teacher(s)
If behaviour worsens or no improvements are made as a result of the above, the Head Teacher will become involved, and parents will be invited in for a meeting to discuss matters further. At this point, a referral may be made to external agencies such as Behaviour Support. This is called a blue card incident, and the child will either need to spend 2/3 days in isolation from class with the headteacher supported by deputy or a fixed term exclusion may be necessary, where the children is required to stay at home following a set of laid down regulations. If the child is to have a fixed term exclusion, the headteacher will inform the parents via a letter setting out the reasons. Before the child can return to school the child and parents will need to meet the headteacher to complete a report setting out next steps and expectation for behaviour moving forward.

One-off Serious Misdemeanours - Headteacher is responsible

Head Teacher involvement will be necessary for one off serious incidents or failure to comply with targets on an Individual Behaviour Plan. This may result in exclusion, either fixed term or permanent. The necessity to act on such incidents quickly will result in parents or carers in the first instance, being informed by telephone. Parents will then be invited in for a discussion later.

Such behaviour may include but is not limited to:
Stealing; racism; bullying; serious aggression to others; aggressive/abusive behaviour including verbal, or swearing towards staff; attacking staff; smoking; throwing furniture;

This may include behaviour which takes place outside school but could impact significantly on in-school relationships or the reputation of the school.

A record on CPOMS will be kept of such incidents and follow up actions.

Continual serious breaches of behaviour or individual incidents including bringing knives or weapons, drugs or pornographic material will result in permanent exclusion from school.

Before a fixed term or permanent exclusion is authorised by the headteacher any external factors such as safeguarding concerns must be considered. This may mean a need to change the sanction delivered.

Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence and sexual harassment;
• sexting (also known as youth produced sexual imagery); and
• initiation/hazing type violence and rituals.
All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy and Anti-Bullying Policy for more detail.

. **Serious Unacceptable Behaviour**

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive
Maintain the safety of all pupils
Allow the disruptive pupil to continue their learning in a managed environment
Allow the disruptive pupil to regain calm in a safe space

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:
Long-term behaviour plans
Multi-agency assessment
Weekly parental meetings

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil

Serious Misconduct Leading to a Fixed Term or Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent unacceptable behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

This policy is in line with the guidance provided in "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."

Permanent exclusion is the most severe disciplinary action. It is a last resort and is used only in cases of serious misconduct. The following behaviours may result in a pupil being permanently excluded from school:

- Persistent defiance or refusal to follow instructions from adults, despite multiple interventions.
- Acts of severe bullying or intimidation, including physical, verbal, or cyberbullying, causing significant harm to others.
- Vandalism or deliberate damage to school property, resulting in substantial costs or safety hazards.
- Physical violence or aggression towards other pupils, staff, or visitors, causing
- serious injury.

- Repeated or serious incidents of inappropriate or disrespectful language towards
- staff or peers.
- Theft or possession of stolen property, especially if involving significant value or
- repeated incidents.
- Possession, use, or distribution of prohibited items, such as weapons, illegal
- drugs, alcohol or any item judged by the Principal/Head of School to be carried
- with the intention to inflict injury on another individual.
- Engaging in extremely unsafe or reckless behaviour that endangers oneself or others.
- Any behaviour that poses an ongoing and significant risk to the safety and wellbeing of the school community, including deliberate activation of the fire alarm.

Monitoring and evaluating behaviour

The school will collect data on the following:

Behavioural incidents logged on the online system CPOMS
Attendance, permanent exclusions and suspensions
Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders

The data will be analysed from a variety of perspectives.

Pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unacceptable behaviour arise, we will consider them in relation to a pupil's SEND need, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care EHCP, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

These may include:
-Regular brain breaks and/or sensory circuits for pupils
-Use of Nurture provision and safe spaces for pupils who experience sensory overload

-Training for staff in areas of special educational needs

Adapting sanctions for pupils with SEND When applying the behaviour policy for a pupil with SEND, the school will consider:
-Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time because of their SEND? I
-Is the pupil likely to behave aggressively due to their SEND need?

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Pupil's Conduct Outside the School Gates

Although the school does not routinely become involved in events which take place off the school premises, there are occasions where this is appropriate. The Education and Inspections Act 2006 Section 89(5) gives the Headteacher a specific statutory power to discipline pupils for misbehaviour outside of the school premises; ***"to such extent as is reasonable"***.

A pupil may be disciplined for any misbehaviour outside the school premises when the pupil is:

- Taking part in any school organised activity or school related event or;
- Travelling to or from school or;
- Wearing the school uniform or;
- Is in some way identifiable as a pupil of the school;

Or a pupil may be disciplined for misbehaviour at any time off school premises, whether or not the conditions above apply, when it is felt that it could:

- Have repercussions for the orderly running of the school and impact on in-school relationships or could;
- Pose a threat to another pupil, member of staff or members of the public or could;
- Adversely affect the reputation of the school;

This would include all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, which is witnessed by a staff member or reported to the school by a parent or member of the public. This includes incidents where mobile technology or social network sites such as 'Facebook' are used to post abusive, threatening or hurtful comments about another member of the school community (pupil or adult), or the school in general. Any such incidents will be dealt with, and sanctions issued, in line with this Behaviour Policy, including in some circumstances the possibility of exclusion.

Policy Statement

This policy was reviewed and updated in October 2025 and will be reviewed next Autumn 2026.

This statement of policy was approved by the Governing Body at their meeting on November 25.

Chair of Governor's Signature	Name
Headteacher's Signature	Name

(Date)

Appendix 1

Albrighton Primary School & Nursery
Parent Notification Form for Behaviour

Class:	**Name:**
Teacher signature:	**Date:**
Your child has been moved to the bottom of our behaviour rocket today for the following reasons…	
Parent comment	
Child's comment	

Signed child:	**Signed parent:**
Your child has had the following number of behaviour notifications this term *teachers please circle to indicate **1 2 3 4 5 6** **Please return this slip back to school as soon as possible, thank you.**	