

Amotherby C P School Behaviour Policy



May 2026

At Amotherby Primary School, we believe that every member of our school community should feel valued and be treated with respect. We emphasise praising and rewarding positive behaviour that fits with our school values and school rules, 'be ready', 'be respectful', 'be safe'. Through praising publicly and reminding privately, we highlight the positive qualities we wish to foster in our pupils.

Aims

- To provide a safe, caring environment where pupils feel valued and that is conducive to learning
- To ensure that pupils are aware of the expectations for behaviour across the school
- To promote behaviours that will ensure our pupils go on to be upstanding members of the community
- To promote tolerance and understanding of others
- To use restorative approaches so that behaviours can be addressed rather than punished
- To encourage pupils to try their best and take pride in their learning and their behaviour

Purpose of the behaviour policy

To provide strategies for staff and pupils that:

- foster the belief that there are no 'naughty' pupils, but 'bad' choices and that behaviour in children is communication of an unmet need
- encourage pupils to make good choices
- recognise the needs of individual pupils and adapt processes as required
- the teaching of mutual respect and the right for all members of our school community to be treated with respect
- promote self-esteem and the ability to recognise emotions and respond appropriately

Our Approach

At Amotherby Primary School our approach focuses on rewarding the positive and recognising good behaviours. Through focusing on the school rules 'Be ready, be respectful, be safe,' staff can praise pupils for their actions, no matter how small, throughout the day. Praise is meaningful and sincere evoking a sense of pride in pupils and removing the need for tokenistic rewards. Our reward system aims to celebrate the behaviours that we wish to distil.

Our School Rules:

We have three school rules at Amotherby Primary School: be ready, be respectful and be safe. The expectation for each rule is clearly and explicitly shared with pupils in class and in assemblies. This ensures that all pupils know what is expected of them and staff are able to reinforce school rules regularly throughout the day.

Our expectation for each rule is detailed below:

Be Ready:

You can show you are ready to learn by...

- Having the correct equipment with you every day
- Making sure you are listening carefully
- Asking and answering questions during lessons
- Talking to your talk partner when you are told to

- Looking at who is speaking
- Sitting correctly in your seat
- Concentrating on your task
- Asking for help if you need it so you can complete your learning
- Following instructions carefully

Be Respectful:

You can be respectful by...

- Being kind to your classmates and the adults in our school
- Looking after our resources, equipment and school
- Listening when others speak to you and responding kindly
- Following instructions
- Holding doors open for others
- Picking things up e.g. rulers, coats etc even if you didn't drop them
- Saying 'please' and 'thank-you'

Be Safe:

You can be safe by...

- Having kind hands and feet
- Walking carefully and sensibly around school
- Playing safely on the playground
- Being aware of others around you
- Using equipment correctly
- Listening to and following instructions from adults in school

Deliberate Botheredness:

Staff are actively 'bothered' about all the pupils in our care seeking out opportunities to talk to pupils, recognise their achievements and ask them about things that are important to the pupil e.g., sporting events or notable events outside of school. Staff greet pupils enthusiastically and in a positive manner at the start of each day and after play times. Particular attention is paid to those pupils that we know can struggle in class to ensure that any issues are addressed before entering the classroom. This helps maintain the classroom as a learning environment.

How is positive behaviour recognised and encouraged

Rewards:

At Amotherby, we believe it is important to reward our pupils for the behaviours that we want to instil in our pupils. Therefore, our reward systems focus on positive praise for behaviours such as kindness, resilience, determination etc.

Every week, we hold a Celebration Assembly. Pupils from each class are given the opportunity to share their work with the rest of the school based on their determination, perseverance, and resilience. Pupils receive verbal praise and a sticker for their efforts.

Our 'Amotherby Above and Beyond' certificates recognise pupils who consistently demonstrate positive behaviours in-line with our school rules and values. These postcards recognise and celebrate those pupils who are going 'above and beyond' in our school community.

Our 'Lead Learners' are our exemplary pupils. They wear a badge to acknowledge their contribution to school and are invited to a party to celebrate their achievements. We choose new Lead Learners every half term.

Class Dojo

Every class has a Class Dojo account where children are awarded points in line with their positive behaviour choices. When children achieve a set amount of points they are rewarded with a variety of treats. These are agreed at the start of the year. Examples of great work may also be shared on the Class Dojo Class Story page.

Dealing with bad choices and challenging behaviour

Whilst our approach focuses on positive behaviour, we recognise that there will be times when pupils make bad choices or when staff are faced with challenging behaviour. Our clear and easy to remember school rules, ensure that all pupils and staff are aware of the expectations for learning and behaviour across the school.

Where pupils make a bad choice or exhibit challenging behaviour, staff should refer to the 'stepped approach' for consequences and interventions. In all circumstances, staff should use consistent language expressing that through their actions, the pupil has made a choice. Bad choices and behaviour should be addressed as privately as possible and appropriate consequences should be given. It is important that, even if a pupil apologises or begins to put right the situation, that the consequence remains. This demonstrates that there has to be a consequence for the bad choices that we make. It is important that pupils understand that their choices have led to the consequence rather than it being inflicted upon them by staff.

An example of how this could work in class is below:

One: Reminder	
Acknowledge	I can see you are struggling/ not ready to do your work.
Remind	This is breaking our school rule of be ready.
Explain	I need you to start your work so you can improve your understanding and be ready for tomorrow's learning. Can you recall yesterday when you started your task straight away? This is what you need to do now.
Two: Reminder	
Acknowledge	I've noticed that you are still struggling/not ready/haven't started your work yet.
Remind	You are choosing to continue to break our school rule of be ready.
Explain	If you choose not to complete your work now, you will be choosing to complete it at playtime.
Three: Reminder and consequence	
Acknowledge	I noticed you chose not to complete your work during lesson time.
Remind	You are choosing to break the rule of be ready.
Explain	You have now chosen to complete your work at playtime.
Follow up	Once the work has been completed, a follow up conversation should happen. The aim of the conversation is to establish why the pupil was unable to complete their work during lesson time and what can be put in place to support with this in the future.

Another example could be the following

One: Reminder	
Acknowledge	I can see you are struggling to listen carefully.
Remind	This is breaking our school rule of be ready/respectful.
Explain	I need you to stop making noises because it will make it hard for you to hear me and it is distracting other children.
Two: Reminder	
Acknowledge	I've noticed that you are still struggling to be respectful/not ready/.
Remind	You are choosing to continue to break our school rule of be ready/be respectful.
Explain	If you choose to continue making noises, you will have to leave the classroom because it is making it hard for you to listen and distracting other children.
Three: Reminder and consequence	
Acknowledge	You chose to continue to make noises.
Remind	You are choosing to break the rule of be ready/be respectful.
Explain	You will now need to go to another classroom/ the office and wait for me to speak to you about your choices.
Follow up	The follow up conversation should happen outside of lesson time and should focus on a restorative approach where the pupil is asked to consider the outcome of their behaviour on themselves and others.

There may be times when a pupil makes a bad choice and it is inappropriate to work through the warnings e.g., hurts another child or uses inappropriate language (among other things). In this circumstance the member of staff should refer to the stepped approach and may choose to move straight to a consequence. In situations such as this, it is important that a reflective conversation takes place. As far as is possible, this should be undertaken by the member of staff who witnessed/was subject to/managed the behaviour.

The restorative conversation should cover the following aspects:

- What happened?
- What/How were you feeling at the time?
- What/How have you felt since?
- How did this make others feel?
- Who has been affected?
- What should we do to make things right/what needs to happen now?
- How can we do things differently?

We recognise that there may be pupils who need individual behaviour plans to support them in making good choices. This will be decided on an individual basis and will be agreed between the SLT, class teacher and parents.

Managing Low-Level Disruption in Class:

The use of the recognition board, stickers and positive reinforcement should be utilised in full to encourage all pupils to engage in learning and to manage low-level disruption in class. Alongside this, clear classroom routines and processes should be in place so pupils know what to expect at different times of the day.

Teachers should take time to 'teach' pupils the expectations for behaviour within class and this should be reviewed as often as is necessary.

However, there may be the odd occasion where positive reinforcement etc does not work and low-level disruption continues within class. In these circumstances, staff should work through the reminders. However, it may be that a pupil needs to be moved within class so they are able to focus better on their task or work within another class. If the disruption continues, staff should call for a member of SLT who will, on rare occasions, remove the pupil from class and the pupil will continue their learning in the office area where they will be supervised. Following any removal from class, a restorative conversation should take place and staff should aim to discover the trigger for the disruption so that the pupil can be supported in rectifying the behaviours. Measures put in place to support may include the following (this is not an exhaustive list):

- Short, planned movement breaks for a pupil who finds it difficult to sit still for long periods of time
- Ensuring the work set is appropriate and allows the child to be challenged but feel success
- Check-in points throughout the lesson to reiterate expectations
- Set targets to achieve at different points within the lesson
- Timers to set expectations for concentration on task with breaks incorporated for movement or regulation

In all situations, staff should aim to identify any triggers so that these can be better managed and minimise the behaviours being demonstrated.

Personalised Behaviour Plans and Pupil Referral Forms:

Where a pupil demonstrates repeated behaviours e.g. low-level disruption in class a member of staff may choose to complete a Pupil Referral Form. This will detail the behaviours being demonstrated and the strategies that have used in attempt to support the pupil in rectifying the behaviours. The referral form should be submitted to a member of SLT and a meeting will be held to discuss and agree a way forward. At this point a personalised behaviour plan may be required as well as a meeting with parents.

A personalised behaviour plan may be put in place for any pupil who is struggling to meet behaviour expectations. The plan will be agreed between class teacher, a member of SLT and, where appropriate, the parents. The class teacher will inform parents if a personalised behaviour plan is being used. Personalised behaviour plans will be regularly reviewed to ensure that the measures in place are effective and to make and agree any necessary changes.

Consequences:

Any consequence should be proportionate to the behaviour demonstrated and should also consider the personal circumstances of the pupil. A consequence is put in place to demonstrate that there are repercussions when we make bad choices. However, staff should consider the effectiveness of any consequence and whether it will support the pupil in changing their behaviours. Consequences should be agreed with the pupil during the restorative conversation so that it is no longer something that is being 'done to them', but something that is a result of their choices.

Consequences should be personalised and not seen as a 'one size fits all' approach. Examples of consequences may be as follows (this is not an exhaustive list):

- Apologising
- Missing chunks of play time
- Tidying the area if they have messed this up when angry
- Helping to repair equipment if they have broken it and if it would be safe and appropriate to do so

- Unable to represent the school at sporting events

For any consequence, staff should make sure that it is both safe and appropriate. See appendix one for staged approach to consequences.

Monitoring Behaviour:

At Amotherby, we understand the need to monitor patterns in behaviour. Through rigorous monitoring, we will be able to determine any concerning patterns and work alongside pupils and parents to quickly address the behaviours being demonstrated.

Any serious incidents of behaviour are recorded on CPOMs. Once a pupil referral form is completed, any behaviours that are linked should be recorded on CPOMs.

It should be noted that some incidents will require a member of staff to speak to the parent immediately. This is at the discretion of staff and can be discussed with a member of the senior leadership team if necessary.

Supporting Pupils with Additional Needs:

At Amotherby, we will make reasonable adjustments to our behaviour policy to support pupils with additional needs in meeting the expectations for behaviour. Behaviour will always be considered in relation to a pupil's additional needs or SEND. Where a pupil is identified as having SEND, staff will assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit for long periods of time
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher and has necessary adjustments made to any resources
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Creating a safe space within the classroom or school where the pupil may go to regulate
- A personalised behaviour plan
- An individual education plan
- A risk assessment (in the event of behaviours which leave the child's personal safety compromised or which includes risk to the safety of other pupils/staff)
- A reduced timetable for part of the school day/week
- An Early Help Assessment referral
- Referral to the SEND Hub for further support (staff will complete 'Short Notes' before a referral can be made)
- Any other reasonable adjustments.

De-escalation Strategies and use of Physical Restraint and Reasonable Force:

Where a child becomes dysregulated, de-escalation strategies will be utilised to diffuse the situation. This includes the following:

- Appearing calm and using a modulated, low tone of voice
- Focusing on the primary behaviour and ignoring secondary behaviours e.g. rudeness which are a result of the dysregulation

- Avoid being defensive e.g. if comments or insults are directed at the staff member
- Using simple, direct language
- Allowing a pupil time to think e.g. if the pupil is safe, monitoring the pupil but not talking to them while they regulate
- Providing adequate personal space and not blocking a pupil's escape route if they would continue to remain safe should they exit the area
- Showing open, accepting body language e.g. not standing with arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation e.g. offering a choice of spaces to move to where it will be private and safe
- Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

There may be occasions when a child's behaviour escalates to such a point that escorting/guiding /restrictive physical intervention may need to be used. In exceptional circumstances and where a pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school, it is the policy of the school to use physical restraint or reasonable force.

Several staff are trained in using physical restraint and staff should call for a trained member of staff if required. However, where a trained member of staff is unavailable, staff can use reasonable force to protect a pupil or others e.g. helping a child down from a piece of equipment, but staff should not put themselves at risk in doing so.

Physical restraint or reasonable force will only be used for the minimum amount of time required and will be recorded in the 'Major Incident Book' held in the office and on CPOMs. Parents should be informed when physical restraint or reasonable force have been used.

Where physical restraint or reasonable force may be used more regularly with a pupil, a risk assessment which is agreed with the parent will be put in place.

Screening, Searching and Confiscation:

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, we also ban the following items and as a result are able to search children for them:

- Any item brought into school with the intention of the item being sold or passed on to another child which will cause disruption to the school or be detrimental to school practice.
- School staff can confiscate any item found as a result of a search which they consider harmful or detrimental to school discipline. Staff will hand the confiscated item to the Headteacher as soon as possible and parents will be contacted and asked to collect the item, where appropriate.

When a member of staff feels that there is a need to search a pupil, they should in the first instance call for a member of the SLT. However, if this is not possible or if it is deemed the pupil, other pupils or staff are at immediate risk of danger, they should have another member of staff present and follow the procedure below:

- Consider what you may need to confiscate or why you need to search – is the pupil/other pupils/staff at risk?

- If there is a risk of danger, ask the pupil if they have the item concerned and ask them to give it to you explaining why.
- If a pupil does not give the item to you, ask them to empty out the contents of their bag, pockets etc.
- If nothing is presenting, or the pupil refuses, parents should be contacted to discuss the situation further.
- Where staff feel the school community is at risk and that there is a real and immediate risk of harm, they should contact the police.

It is important that staff do not view anything that might be considered child sexual abuse material e.g. nude or semi-nude photos. In all circumstances, staff should 'think safeguarding'.

Harmful Sexual Behaviour

Definition of Harmful Sexual Behaviour

Harmful sexual behaviour refers to any behaviour that is sexually harmful or inappropriate, including but not limited to:

- Unwanted sexual comments or advances
- Sexual harassment
- Sharing explicit images without consent
- Coercive or manipulative sexual behaviours

Principles of Our Approach

- **Zero Tolerance:** Amotherby School operates a zero-tolerance policy towards harmful sexual behaviour. Any incidents will be taken seriously and addressed promptly.
- **Support for Victims:** We prioritise the welfare and support of victims, ensuring they feel safe and supported throughout the process. Victims will have access to appropriate support services, including counselling.
- **Education and Awareness:** All students will receive education on healthy relationships, consent, and respect as part of the curriculum, promoting a culture of respect and responsibility.

Reporting Procedures

- **Encouragement to Report:** Students are encouraged to report any incidents of harmful sexual behaviour. Reports can be made to a trusted staff member, the designated safeguarding lead, or through our anonymous reporting system.
- **Confidentiality:** All reports will be handled with sensitivity and confidentiality, ensuring the privacy of all parties involved.

Consequences and Support

- **Consequences:** Depending on the severity of the behaviour, consequences may range from a warning to suspension or expulsion, in line with the Behaviour Policy.
- **Support for Perpetrators:** Students displaying harmful sexual behaviour will receive appropriate support, including access to counselling and intervention programmes, aimed at addressing their behaviour and promoting positive change.

Monitoring and Review

- This amendment will be reviewed annually as part of the Behaviour Policy review process. Feedback from students, parents, and staff will inform any necessary updates to our approach.

Serious Misconduct

A serious breach of discipline may include an act of violence towards a pupil or member of staff or serious damage to property. At Amotherby, we take such incidents extremely seriously, but in-line with our policy, we will consider the consequence that best fits the individual pupil. When deciding on the consequence, the events leading up to the incident should be discussed and considered.

The following sanctions are available for serious breaches of discipline which threaten safety or significantly disrupt learning.

- Separated or 1-2-1 Learning (Internal Exclusion) – in cases where a pupil is persistently disrupting the work of the class the school will arrange for the pupil to be supervised outside the classroom.
- In rare and extreme cases, the Headteacher has the authority to suspend a pupil from the school:
 - (a) For a specific fixed term
 - (b) Permanently

These are viewed as profoundly serious steps and detailed guidance from the Local Authority on procedure, including parent's rights of appeal, is available on request.

Out of School Behaviour

In line with our school vision, we are committed to ensuring that our pupils develop qualities that will support them in becoming positive members of society. When pupils are taken off site for educational visits etc we retain the same high expectations of behaviour.

School reserves the right to implement the behaviour policy for incidents beyond the school gate if the incident could be considered to bring the school into disrepute e.g., the pupil is identifiable as a member of our school, another pupil or member of staff has been threatened etc. In any situation, the incident and subsequent consequences will be discussed with parents.

Behaviour on School Transport

Whilst traveling on buses (school trips or school transport to and from school) children are expected to remain seated throughout the journey, wearing their seat belt at all times and must not act in any way which may distract the driver or cause danger to others. Further details regarding the type of behaviour expected by pupils travelling on school transport can be found in the code of conduct leaflet which can be located under the 'School Transport Safety' header via the following link:

<https://www.northyorks.gov.uk/school-transport-reception-year-11-children>

Any pupil identified as persistently behaving in an unacceptable manner may be refused transport for a period of time during which their parents/guardians would be expected to make their own arrangements to ensure their child continues to attend school regularly. We work closely with the Integrated Passenger Transport service as well as the bus operators to ensure any issues are dealt with promptly and appreciate parents/guardians support in helping to ensure that their children behave responsibly on school transport.

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