Abbey Multi Academy Trust

Policies & Procedures

Behaviour Policy (Primary)

Christ Church Upper Armley

Approved on	1st September 2026
Approved by	Abbey MAT Board of Trustees

Last reviewed on	New Policy
Next review due	1st September 2027

In Partnership to
Educate, Nurture and Empower

1. Purpose and scope

This Trust-wide Behaviour Policy (Primary) sets core aims, principles and responsibilities for behaviour and relationships across all Abbey Multi Academy Trust primary academies. It establishes a common framework to secure a calm, safe and supportive climate for learning, while allowing each school to set out its own practical procedures, routines, rewards and staged responses in school-specific appendices (Appendix 1 onwards).

2. Vision and culture

Our Trust vision – to work in partnership to educate, nurture and empower – underpins a positive behaviour culture in which every pupil and adult is valued. In our Church of England academies, Christian distinctiveness (e.g., restoration, forgiveness, dignity) explicitly informs our approach; all academies promote respect, kindness and high expectations for all.

At Christ Church Upper Armley (CCUA) we believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. CCUA is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also fundamental to the Academy is that everyone has a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment.

This policy reflects our core Christian values and our distinctive Christian ethos built on gospel values of love, service, challenge, and learning. We welcome children from diverse backgrounds and our behaviour policy is intended to ensure they all flourish and become the person that God created them to be. It is our Christian values that help pupils make positive behaviour choices and develop good learning behaviours. Pupils are encouraged to challenge injustice and inequality including bullying, homophobia, racism, and discrimination. The implementation of the policy fosters positive relationships and allows pupils to seek forgiveness and reconciliation, acting in a way that reflects our Christian ethos and values.

CCUA Values are paramount to our work and underlie our approach to managing behaviour. We expect our pupils to be;

Respectful
Resilient
Resourceful

3. Trust-wide behaviour principles

Across Abbey Multi Academy Trust primary academies, behaviour is guided by the following shared principles. These apply consistently to all schools and underpin school-specific procedures set out in the appendices.

1. Relationships first

Positive behaviour is built on strong, respectful relationships between pupils, staff and families. We prioritise connection, understanding and trust as the foundation for a calm and purposeful learning environment.

2. High expectations for all

All pupils are held to high behavioural expectations. Expectations are clear, taught explicitly and reinforced consistently, while recognising that pupils may need different levels of support to meet them.

3. Behaviour as learning

Behaviour is taught, modelled and practised in the same way as the curriculum. Mistakes are treated as opportunities for learning, reflection and growth.

4. Consistency with professional judgement

Consistency is essential to fairness, clarity and safety. This sits alongside professional judgement, enabling staff to respond appropriately to context, individual need and risk.

5. Inclusion and equity

We recognise that behaviour may be influenced by additional needs, vulnerability or life experiences. Reasonable adjustments and graduated responses are used to ensure equity and prevent disadvantage.

6. Restoration and repair

Our approach promotes accountability while seeking to repair harm, restore relationships and rebuild trust. Restorative approaches are used alongside consequences, not instead of them.

7. Prevention and de-escalation

We prioritise early intervention, emotional regulation and de-escalation to reduce the likelihood of incidents escalating and to minimise the need for restrictive practices.

8. Safety and dignity

The safety, wellbeing and dignity of pupils and staff are paramount. Responses to behaviour are proportionate, lawful and safeguarding-led at all times.

9. Partnership with parents and carers

Positive behaviour is most effective when school and homework together. Open, timely and respectful communication with parents and carers is central to our approach.

4. Legal and statutory framework (summary)

- DfE Behaviour in schools: advice for headteachers and school staff
- DfE School suspensions and permanent exclusions statutory guidance
- DfE Searching, screening and confiscation
- DfE Restrictive interventions, including use of reasonable force
- Keeping Children Safe in Education – child protection and child-on-child abuse.
- Equality Act 2010 and Public Sector Equality Duty – preventing discrimination and addressing disproportionality.

5. Definitions

Behaviour culture: The shared, taught and modelled expectations, routines and relationships that enable pupils to learn, feel safe and thrive.
Behaviour curriculum: The routines, habits and social norms taught explicitly (e.g., lining up, transitions, responding to feedback, respectful language).
Removal from classroom: A serious sanction for disciplinary reasons; supervised education continues and parents are informed the same day where possible.

6. Roles and responsibilities

Trust Board: approves the policy; receives termly assurance, including behaviour data and disproportionality analysis; ensures alignment with risk appetite and safeguarding policies.

Local Governing Body (LGB): monitors implementation and local procedures; holds the Headteacher to account for consistency and impact.

Headteacher: sets the tone and standards; ensures training, induction, communication, and effective systems for recognition, consequences, removal and recording; ensures reasonable adjustments for pupils with SEND; oversees behaviour data and reports to LGB and Trust.
All staff: model the routines and values; teach the behaviour curriculum; use recognition and staged responses consistently; log incidents as required; use restorative approaches; escalate promptly when safety or learning is at risk.

Designated Safeguarding Lead (DSL): triangulates behaviour, attendance and safeguarding information; leads response to child-on-child abuse, harmful sexual behaviour and criminal incidents.

SENDCo/Pastoral Lead: leads reasonable adjustments and graduated response; supports staff with plans and interventions; liaises with external agencies.

Pupils: follow school rules and routines; contribute to a safe environment; engage in restorative conversations; seek help if worried about self or others.

Parents and carers: support school expectations; communicate relevant information; work in partnership on support plans and reintegration.

7. Behaviour curriculum and routines

Each academy will publish in Appendix A its behaviour routines and phrasing.

All schools will:
(i) explicitly teach routines;
(ii) meet and greet;
(iii) use consistent cues and calm language;
(iv) ensure transitions are orderly;
(v) build strong relationships.

8. Recognition and positive reinforcement (principles)

Recognition focuses on effort, improvement and living the school's values. Schools will set out their own recognition menus (stickers, messages home, certificates, positions of responsibility, celebration worship). Class-wide rewards may be used judiciously without reducing intrinsic motivation.

9. Responses and consequences (principles)

Engagement in learning is the primary aim. Staff use de-escalation, reminders and take-up time first. Where behaviour falls below expectations, responses are proportionate, instructional and restorative. Serious behaviours may lead to removal, suspension or in rare cases permanent exclusion. All removals are supervised and recorded; learning continues; parents are informed same day where possible.

10. Inclusion, reasonable adjustments and graduated response

Consistency sits alongside professional discretion and equity. Reasonable adjustments are made for pupils with SEND and other vulnerabilities. Plans may include clear triggers, regulation strategies, supportive adult, safe spaces, adapted consequences and staged reintegration. Schools use assess-plan-do-review and involve parents and agencies as needed.

11. Child-on-child abuse, harmful sexual behaviour and online behaviour

All concerns are taken seriously and managed under safeguarding policy and KCSIE. Responses are proportionate, supportive and decided case-by-case; both alleged victim and alleged perpetrator are supported. Staff report to the DSL and record on CPOMS; leaders analyse patterns and address risks through curriculum and supervision. Online incidents and off-site misbehaviour may be sanctioned where they affect school life.

Preventative curriculum and Relationships, Sex and Health Education (RSHE)

The Trust recognises that a high-quality, age-appropriate Relationships, Sex and Health Education (RSHE) curriculum plays a vital role in preventing and addressing inappropriate, harmful or sexualised behaviour. Where incidents of sexualised

behaviour or language occur, school leaders may consider whether any responsive or preventative curriculum input is required, including reviewing the timing, emphasis or delivery of RSHE and personal development teaching.
Any such curriculum response will be developmentally appropriate, proportionate, safeguarding-led and planned in consultation with the Designated Safeguarding Lead. This approach supports pupils to understand healthy relationships, boundaries, consent and respect, alongside any behavioural or safeguarding response.

12. Searching, screening and confiscation

Heads and authorised staff may search without consent for prohibited items where they have reasonable grounds. Searches consider safeguarding, dignity and equality; strip-searches may only be conducted by police following required processes.

13. Use of reasonable force and restrictive interventions

Staff may use reasonable force to prevent injury, damage to property or serious disruption. The Trust prioritises prevention, early intervention, emotional regulation and de-escalation as core components of its behaviour culture. Restrictive interventions, including the use of reasonable force, are only considered where these approaches have not been successful or where immediate action is required to reduce risk and keep pupils, staff or others safe.

Physical intervention is never used as punishment. Significant incidents are recorded and communicated to parents.

All members of school staff have a legal power to use reasonable force when necessary to prevent injury to a pupil or others, prevent a criminal offence, prevent serious damage to property, or prevent disorder. Reasonable force must always be proportionate, used for the minimum amount of time necessary, and assessed in relation to the risks present at that moment.

Seclusion, defined as supervised isolation from which a pupil is prevented from leaving, is not a disciplinary sanction and may only be used in exceptional circumstances where a pupil poses an imminent risk of harm to others and other measures are insufficient to maintain safety. Any use of seclusion must be time-limited, closely supervised, safe, proportionate, recorded and communicated to parents in line with the Trust's Restrictive Interventions Policy.

14. Suspension and permanent exclusion

Used as a last resort and in line with statutory guidance. Headteachers consider context, evidence, safeguarding and proportionality. Managed moves and off-site direction follow DfE guidance. Equality impacts are monitored; pupils are reintegrated with support.

15. Recording, data, equality and assurance

All significant incidents, removals, discriminatory incidents and uses of force are recorded on CPOMs. Leaders review data at least half-termly, including patterns by time, location, type and pupil group and take action to address disproportionality. Trust receives a consolidated dashboard each term.

16. Induction, training and communication

All staff receive induction on the behaviour culture, routines, staged responses, safeguarding interfaces and recording. Regular CPD includes de-escalation, restorative practice, trauma-informed approaches and SEND. The policy is communicated to pupils and parents; the summary is published on each school's website.

17. Linked policies

Safeguarding and Child Protection
Anti-Bullying
SEND
Equality, Diversity and Inclusion
Attendance
Exclusions
Online Safety
Relationships, Sex and Health Education
Searching, screening and confiscation
Use of restrictive intervention
Complaints.

Appendix 1

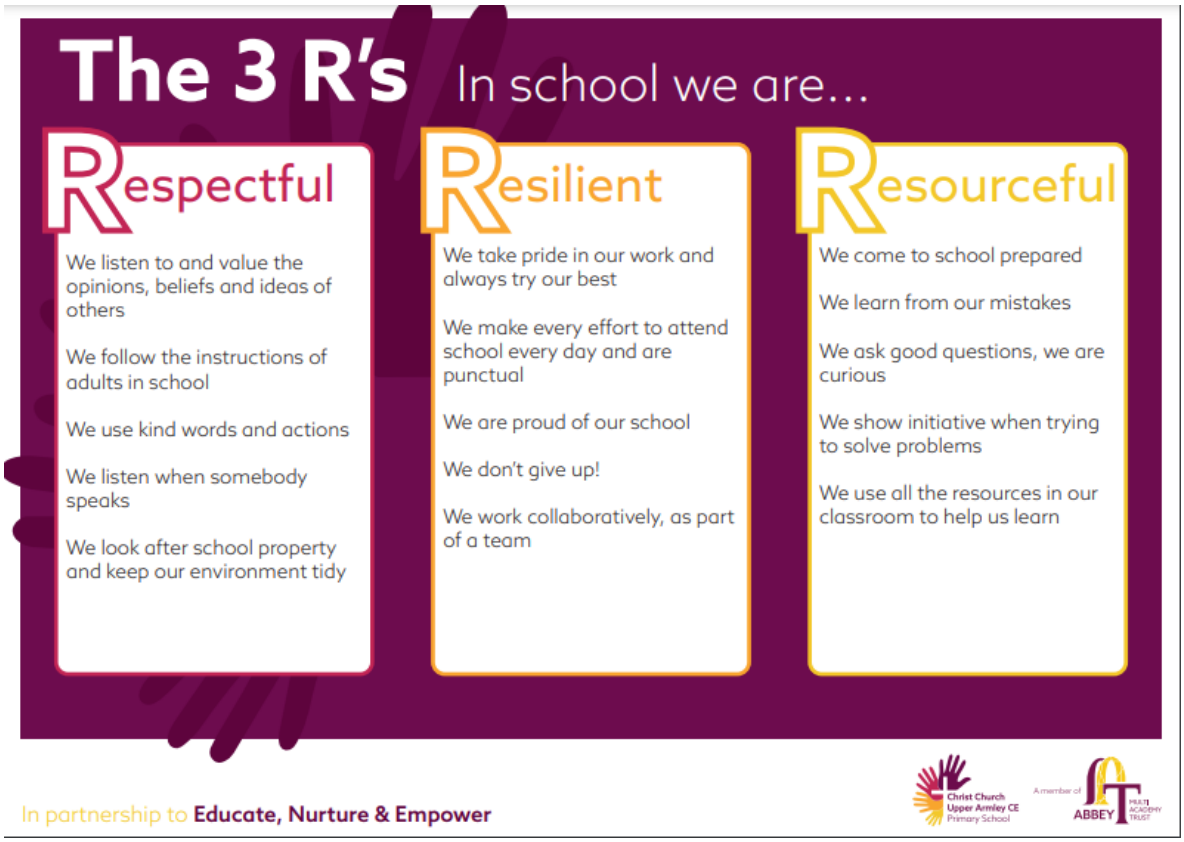
A1. Local rules and phrasing

At Christ Church Upper Armley, our behaviour culture is shaped by our Christian vision and the Fruit of the Spirit (Galatians 5:22–23): love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These values guide how we treat one another, make choices and restore relationships.

Behaviour expectations are framed through:

- The 3Rs: Respectful, Resilient, Resourceful

Christian values and the *Fruit of the Spirit* shape daily practice.



A2. Daily routines

- Meet-and-greet at classroom entrances
- Calm starts to lessons
- Consistent expectations in corridors, dining areas and playgrounds

A3. Recognition and rewards

- Verbal praise and recognition of 3R behaviours
- Whole-class rewards agreed collectively
- Celebration of effort, attitude and achievement

At CCUA, children may earn whole class rewards for continuously following the 3Rs collectively. Children may be involved in choosing a whole class reward at the end of each half term.



A4. Staged response and consequences



We will always **remind the pupil of our expectations and values** and explain why their behaviour does not meet our expectations. Where ever possible, sanctions will be directed privately to pupils to support their understanding and ownership of their actions and to assist them in achieving reconciliation.

Pupils' behaviour outside the school day, including online behaviour or behaviour in the local community, may be addressed under this policy where it affects the safety, wellbeing, reputation or orderly running of the school.

The Headteacher is the only member of staff who can legally make the decision to exclude a pupil from the school. If a pupil's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate for them to be on school premises then a period of FTE may be issued after serious consideration

A FTE should always be considered for

- An assault on another pupil or a member of staff
- Threatening or intimidating behaviour towards a pupil or a member of staff
- Foul and abusive or discriminatory language directed at another pupil or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying, including cyber bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption
- A malicious allegation is made against a member of staff
- Sexual Harassment
- Sexual Violence

The decision to permanently exclude a pupil can only be made by the Headteacher in consultation with their Senior Leadership Team and the Chair of Governors. A permanent exclusion should only be considered if

- It is in response to a serious breach of the academy's Behaviour policy and
- Allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school

A permanent exclusion should be considered for the following offences

- Serious, violent assault
- Carrying/Supplying an offensive weapon. (Not just restricted to knives but any instrument brought into school *with the intention to inflict injury on another person*)

A5. De-Escalation and Restoration

At CCUA, staff are expected to use appropriate de-escalation strategies to support pupils to re-engage and refocus before consequences escalate. These strategies are used calmly and consistently and are central to our Christian and relational approach to behaviour.

At Christ Church Upper Armley, restoration is central to our approach to behaviour and relationships. When behaviour falls short of expectations, our response focuses not only on consequences but on helping pupils understand the impact of their actions, take responsibility, and repair relationships.

Restorative conversations are used to help pupils reflect, make amends where appropriate, and start afresh. This approach reflects our Christian vision and supports pupils to develop empathy, self-discipline and self-control, in line with the Fruit of the Spirit.

A6. Parent communication

Parents are informed:

- Where behaviour escalates beyond classroom level
- For serious incidents or exclusion considerations

A7. Reasonable adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

Pupils who regularly display challenging behaviour and have not responded positively to the school's interventions will be discussed with the Trust and/or

external agencies i.e. the Area Inclusion Partnership to seek further support for both the school and the pupil.

- Adjustments for SEND or pupils on safeguarding pathways
- Individualised behaviour plans as needed
- Support from inclusion and external agencies

A8. Local roles

- Headteacher and Inclusion Team lead on behaviour
- Governing Body monitors implementation and impact