



Abbey Multi Academy Trust Policies & Procedures

Behaviour Policy (Primary) Lightcliffe CE Primary

Approved on	1 st September 2027
Approved by	Abbey MAT Board of Trustees
Last reviewed on	New Policy
Next review due	30 th September 2027

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 A 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.

The vision of Lightcliffe CE Primary, underpinned by the belief that God loves each person as part of His Creation, will be evident as we all work towards creating a positive atmosphere based on a sense of community and shared values which are linked with our whole school vision 'Inspiring and flourishing together'. The development of positive social, emotional and learning behaviours is at the heart of our Positive Behaviour Policy which is based on the key principle of developing and sustaining positive relationships and allows pupils to seek forgiveness and reconciliation acting in a way that reflects our Christian ethos and values.

At Lightcliffe CE Primary, values are paramount to our work and underlie our approach to managing behaviour. The rules of 'Ready, Respectful and Safe', are displayed around school and underpin our behaviour expectations.

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 home work 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.

Co-Headteachers: set the tone and standards; ensure training, induction, communication, and effective systems for recognition, consequences, removal and recording; ensure reasonable adjustments for pupils with SEND; oversee 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 A

A1. Local rules and phrasing

Pupils are expected to be:

- Ready
- Respectful
- Safe

A2. Daily routines

Positive behaviour at Lightcliffe is underpinned by high-quality teaching and learning, including clear routines, well-planned lessons and appropriate challenge, which support pupils to remain focused, engaged and ready to learn.

- Positive Behaviour Blueprint followed by all staff
- Consistent Behaviour Steps taught and reinforced
- Calm and predictable classroom environments

Lightcliffe C of E Primary
Inspiring and flourishing together



Positive Behaviour Blueprint

Pupils at Lightcliffe are:

Ready
Respectful
Safe

Adults and pupils ~ relentless routines:

• Meet and greet	• Ready line
• Calm corridors	• Straight into tasks
• Tidy and organised	• Positive focussing

Positive Recognition:

Kindness | Attitude | Initiative | Effort | Responsibility

Class recognition board
Continued recognition
Headteacher Award Bookmarks
Headteacher Gold Awards
Class Headteacher Award
Outstanding Pupil Award

A3. Recognition and rewards

Positive reinforcement of good behaviour is of vital importance and should be given at every opportunity. At Lightcliffe CE Primary School we use a variety of positive behaviour strategies across the whole school to identify and recognise good behaviour.

These include (but are not limited to):

- Verbal praise
- Name added to the Christian Values class recognition poster
- Dojo points
- Stamps and stickers
- Certificates
- Messages to parents via Class Dojo, Tapestry or phone call.
- Visits to another class, subject leader or Co-Headteachers to share examples of good work.
- Headteacher Gold Awards
- Headteacher Award bookmark
- Headteacher Class Awards
- Outstanding Pupil Award

A4. Staged response and consequences

Engagement in learning is always our primary aim and for the vast majority of our learners, identifying good behaviour in others or a reminder is all that is needed. Time-in with an adult may be needed for a more in-depth, reflective and restorative conversation. Further actions and consequences may be needed for children who continue not to follow the school rules or where more serious behaviour is displayed. The school uses **Behaviour Levels** (Level 1-5) to describe the type and seriousness of behaviours with linked actions and consequences. These are detailed in **Appendix B**.

On all occasions, staff will make it clear that it is the behaviour and not the pupil that is unacceptable. If a pupil misbehaves, the school manages this by using positive strategies. Clear, consistent and appropriate consequences are used.

Early stages of intervention and discipline remain the responsibility of **ALL staff**. A stepped approach, to address inappropriate behaviour, remains essential as part of our overall positive behaviour policy.

Serious breaches of the rules, such as swearing, fighting, bullying, discriminatory language or refusal to co-operate, are identified within **Levels 3 and 4, and Level 5** in extreme cases, of the Behaviour Levels in Appendix B, and will be dealt with promptly by staff and the Senior Leadership Team.

A member of the Senior Leadership Team is likely to be informed to investigate and make a decision about the most appropriate consequences and actions. On rare occasions the pupil may receive a fixed term exclusion from school.

Pupil to Pupil Allegation Procedures

Allegations against a pupil by another pupil (or a pupil's parent/carer on their behalf) will always be taken seriously and every endeavour will be made to establish what has happened from the point of view of both the pupil(s) causing harm and the child(ren) being harmed with the hope of resolving the problem as quickly as possible. Each case will be considered carefully with appropriate consequences/actions with appropriate support provided as needed.

If needed, conflict resolution strategies will be used so that all involved can discuss the incident and a way forward. The adult investigating the incident will keep a record of any discussions on CPOMS.

Allegations of bullying or racism will be dealt with in line with the Anti-Bullying Policy and Equality Policy.

A5. Reconciliation

Forgiveness and reconciliation are central to our approach to behaviour. When harm has occurred, pupils are supported to understand the impact of their actions, to take responsibility, and—where appropriate—to seek and offer forgiveness.

Reconciliation focuses on repairing relationships, rebuilding trust and restoring a sense of belonging within the school community. Pupils are supported to move forward positively and to make a fresh start, while remaining accountable for their behaviour.

This approach reflects our Christian values and supports the development of empathy, respect and self-discipline, alongside clear boundaries and consistent expectations.

A6. Parent communication

Parents are informed:

- From Level 2 onwards
- For all serious or repeated incidents

A7. Reasonable adjustments

Our approach to challenging behaviour may be reasonably adapted to cater to the needs of the pupil. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

The school's Senior Leadership Team supported by the Special Educational Needs Co-ordinator and Pastoral Care Leader as needed, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist services, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the

plan and review it on a regular basis. An educational psychologist, medical practitioners and/or others may be involved at a later stage.

A8. Local roles

- Co-Headteachers oversee implementation
- SENCo and pastoral leaders provide targeted support

Appendix B

Behaviour Levels and Actions

Level 1 – Low level disruption	
Behaviours	Linked Actions and Consequences
- Talking over an adult or others - Calling out - Interfering with others' work or equipment - Off-tasks behaviour / minor distraction - Not following a clear instruction - Minor unkindness (one-off)	Step 1: Reminder 1: Restate expectations (Ready, Respectful, Safe) Step 2: Reminder 2: Clear explanation of behaviour change needed Step 3: Reset time owed: 2 minutes owed at playtime; unfinished work completed; brief restorative conversation
Level 2 – Persistent or more disruptive behaviour	
Behaviours	Linked Actions and Consequences
- Repeated Level 1 behaviours - Defiance or refusal to follow instructions - Deliberate or repeated low-level physical actions (e.g., tapping, poking) - Low level physical or verbal response to provocation - Inappropriate language within earshot of staff or pupils - Repeated unsafe play - Disruption of the lesson so others cannot concentrate	Thinking Time: - Short supervised time in another class or space if disruption of learning, with work completed or sent home - Parents informed as appropriate by class teacher - CPOMS record by staff involved as needed - Restorative conversation on return - 10 minutes supervised loss off playtime, inside or outside school with the adult, to include a reflective and restorative conversation
Level 3 – Serious behaviour	
Behaviours	Linked Actions and Consequences
- Persistent refusal or escalation after Level 2 - Significant physical or verbal confrontation or response to antagonism - Deliberate harm to another pupil - Deliberate damage to property - Leaving the classroom without permission - Serious unsafe behaviour - Confirmed bullying - Repeated inappropriate language	Reflective and Restorative Meeting: - With teacher and Phase Leader/SLT - Parents informed by SLT - CPOMS record by staff involved - Playtime/lunchtime lost - Temporary removal from class if needed - Restorative work completed before reintegration
Level 4 – Very serious or unsafe behaviour	
Behaviours	Linked Actions and Consequences
- Aggressive physical behaviour or assault - Behaviour that risks significant harm to self or others - Aggressive or threatening language - High-risk unsafe actions - Intentional discriminatory comments - Serious damage to property - Unprovoked confrontational or threatening behaviour - Leaving school site without permission - Malicious allegations against staff - Continuation of Level 3 despite support	- Immediate removal from class to SLT or designated safe room - No social time for at least 1 day - SLT meeting with parents - Behaviour Plan or Pastoral Support Plan - CPOMS record - Reflective and restorative process before return - Possible fixed-term suspension
Level 5 – Extreme or exceptional behaviour	
Behaviours	Linked Actions and Consequences
- Deliberate or premeditated physical assault - Behaviour placing others at very serious risk of harm - Possession of a weapon - Possession of illegal or harmful substances	- CPOMS record - Headteachers consult CEO and Chair of Governors - Possible extension of suspension - Permanent exclusion considered