

Behaviour Policy

Ludlow Junior School



This policy is currently under review. Please see appendix A for our current day to day approaches.

A new policy will launch in January 2027 and this will be shared with parents and carers in Autumn 2, prior to the new policy going 'live'.

If you have any questions around the current approaches and policy which is in place (detailed in this document), please don't hesitate to contact your child's class teacher.

Date of last review: July 2026

Date of next review: July 2027

Date approved: August 2027

Approved by: Policy Working Party

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- **Support the use rewards and incentives such as LAPS** or similar motivational structures

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Please also refer to our Individual statement on use of Physical Intervention and related sections within the CP and Safeguarding Policy on the school website.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Assault against staff or pupil

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- discriminatory behaviour and behaviours which target protected characteristics which may include, but is not limited to, race, gender, gender identity, sexual orientation, faith
- Possession of any prohibited items. These may include, but are not limited to:
 - o Knives/bladed article or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- This policy may also be used to tackle behaviour and/or conduct beyond the school day/in the community, including online activity.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targeted
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Roles and responsibilities

The Trustees

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Deliver curriculum content that support the positive development of pupils within this area
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage with related policies, frameworks and agencies

Pupil code of conduct

Pupils are expected to:

- Show high levels of respect to members of staff and each other
- In class, make it possible for all pupils to learn and for the teacher to teach effectively
- Behave in an orderly and self-controlled way – in doing so not putting self or others at risk of harm, upset or harassment
- Treat the school buildings and school property with respect and with safety of self and others being evident
- Wear the correct uniform at all times
- Accept sanctions when given – this will be with a structured explanation
- Refrain from behaving in a way that brings the school into disrepute, including when outside school as behaviour within community falls within the remit of this policy
- Be safe and prevent harm to self and others
- Use safe, respectful and appropriate behaviours when online as online presence falls within the remit of this policy

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise / Encouragement
- LAPS points
- In class recognition such as 'star of the day'
- Certificates, including Ludlow Super Star and Head Teacher certificates / stickers
- Notes or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal warnings / boundaries refreshed
- A verbal reprimand
- Removal of other benefit or privilege – break and lunchtime outside with friends are viewed as a privilege. Representing the school is a privilege
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break, lunchtime, or after school
- Referring the pupil to a senior member of staff – with potential removal to another working area
- Letters or phone calls home to parents
- Putting a pupil 'on report' (see appendix 2))
- Agreeing a behaviour contract
- Working outside of the classroom or in a designated area/room for a set period

- Removal of internal privileges, freedoms and social time with peers with alternate lunch and break provision
- Suspension – for fixed period
- Exclusion - permanent

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The strictest sanction during off site activity (including day visit or residential) is a return to school where other sanctions may be considered.

Where an off-site visit is planned, but high levels of poor behaviour have been recorded, risk assessment should be used to assess if attendance can be conducted safely and effectively – taking into consideration patterns of behaviour over time, the nature of the visit, risks posed, possible mitigating actions but not underestimating the risks taken by staff when taking groups or individuals off site

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will ensure and monitor the disciplinary action for the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct as well as the pastoral and development needs of the pupil

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Develop a positive relationship with pupils, which may include:
 - Using positive reinforcement and reward
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and systems
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Expressing clear boundaries and sanctions/rewards

- Concluding the day positively and starting the next day afresh
– but this may not be possible in its entirety if sanctions carry over to subsequent days
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Have a plan for dealing with low-level disruption
- Use personalised approaches to support individual need
- Follow agreed behaviour response plans when appropriate
- Demonstrate high levels of consistency with behaviour management strategies
- Use simple, clear and precise language to outline expectations and consequences

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

The above must be implemented in line with the "Searching, screening and confiscation at school " guidance referenced in section 2.

Pupil support

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

The school's Special Educational Needs Co-ordinator (SENCO) 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 teachers, an educational psychologist, medical practitioners and/or others, 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 child. We will work with parents to create the plan and review it on a regular basis.

Monitoring and review arrangements

This behaviour policy will be reviewed by the headteacher and Trustees annually. At each review, the policy will be approved by the headteacher.

Behaviour rewards such as LAPS points will be reviewed with pupils through class discussion and School Council.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Reasonable force is an option of last resort, where injury to pupils or staff, or material property damage is likely to occur. It will be used in line with the behaviour policy and published government guidance.
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Trustees emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Trustees every year.

Appendix 2: Example of golden rules and report card

Golden Rules (core expectations)

I will be polite to adults (language and behaviour)

I will listen to adults and do what they say (instructions)

I will be kind to other children (actions)

Report Card:

	8.50 – 9.10	maths	break	English	lunch	Afternoon 1	Afternoon 2
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 3: Behaviour Response plan summary version

Behaviour Response Plan

Named adults:

What is going well?	What support is in place?



Golden Rules

1. Be safe

2. Follow instructions

3. Be respectful

To earn golden time ...

If:	Then:

Appendix 4: Individual Behaviour Response Plan - full version

Behaviour Response Plan		Name:	
		Class:	
Triggers:		Medical:	
Stage of Crisis	Description of behaviour (Describe what the behaviour looks/sounds like)	Preferred support/intervention (Describe strategies that should be attempted at each stage)	
Anxiety			
Defensive/Escalation			
Crisis			
Recovery			
Depression			
Follow Up			
Additional information:			
Notification required: (in discussion with parents)			

Plan agreed by Name (parent/carer) _____ Signed _____

Name (School) _____ Signed _____

Appendix 5- Positive Handling Plan – to be used where Handling is an identified risk

POSITIVE HANDLING PLAN

Name of Pupil:					Date of Plan:				
Health & Safety arrangements (include medical & dietary requirements):									
Staff Involved in Plan:									
Triggers (common situations/behaviour known to result in the need for positive handling):									
Behaviour (description of observable behaviours): When upset they are likely to:									
Step One (Positive handling strategies (preferred strategies/de-escalation to keep the situation calm):									
Verbal advice/support		Repeat instructions		Take up Time		Time Out of class		Others:	
Tactical ignoring		Controlled choices		Reassurance		Time Out directed			
Remind of:									
Rules, rights, responsibilities / ☐ Remind of consequences ☐ Remind of successes ☐ Other: I wonder if									

Step Two: Physical intervention strategies (preferred strategies/Securicare holds to be used)
Step Three: De-escalation strategies (preferred strategies to be used to de-escalate situation)
Step Four: Praise (appropriate praise & reward can be offered to improve situation):
Step Five: Consequences appropriate & agreed consequences to be issued after de-escalation)

Date & time of review of Positive Handling Plan:

Signed:

Appendix 6- Summary of approaches during period of policy review



LUDLOW JUNIOR SCHOOL

SUPPORT ★ CHALLENGE ★ INSPIRE

WE ARE RECOGNISED FOR POSITIVE LEARNING BEHAVIOURS	OUR RESPONSES HELP US REFLECT, RESET AND IMPROVE
POSITIVE RECOGNITION • Verbal praise for effort, kindness and positive learning behaviours (e.g. excellent effort, being ready to learn, focused partner talk) • Noticing and celebrating children who are trying their best RECORDED RECOGNITION • LAPS points recorded for effort and positive learning behaviours CELEBRATING SUCCESS • Sharing work with another adult or the Senior Leadership Team • Recognition in class or assembly SPECIAL RECOGNITION • Stickers • Head Teacher's Award • Stickers for excellent effort • Certificates (FTRS, Star of the Week, Attendance)	REMINDER AND OPPORTUNITY TO RESET (VERBAL PROMPT) Off-task behaviour, calling out, low-level disruption, not yet following instructions, distracting others. RECORDED REMINDER TO SUPPORT REFLECTION (LAPS' SPREADSHEETS) Repeated low-level disruption, difficulty following adult direction, unkind or inappropriate language, rough play, low-level disregard for expectations. TIME OWED TO RESTORE LEARNING (e.g. 10 minutes of break) Continued disruption affecting own or others' learning, incomplete work, repeated low-level behaviours despite support. EXTENDED TIME OWED TO RESTORE LEARNING (all of break) Persistent disruption, ongoing difficulty meeting expectations, arguing or refusal to engage positively, behaviour impacting the learning environment. LEARNING IN A DIFFERENT SPACE (SUPPORTED RESET) / INTERNAL EXCLUSION Behaviour that significantly disrupts learning, difficulty regulating in the classroom, unsafe or unpredictable behaviour, verbal aggression, repeated disruption within a session. <i>The school also uses suspensions when needed.</i>
Our approach empowers us to behave in a ways that is: GOOD FOR YOU GOOD FOR ME GOOD FOR EVERYONE	