

Behaviour Policy – appendix

Thoresby Vale Primary Academy

September 2025

1 Aims and objectives

Academy statement

We follow the over-arching guidance set out in the [Trust Behaviour Policy](#).

In addition to the policy, our local academy appendix outlines specific operational approaches to managing behaviour below.

Aims of our behaviour policy

- Expectations around behaviour will be clear and consistent
- Managing these expectations will be common sense and take account of a child's personal circumstances
- Strong staff/child relationships will exist across the school
- Everyone will have mutual respect of others irrespective of age, disability, gender identity, race, religion or belief, sex or sexual orientation
- It will provide a positive, safe and inclusive environment that meets the needs of all children
- Our children will be able to recognise the difference between right and wrong and will understand the consequences of their behaviour and actions
- Our children will learn and develop the skills to self-regulate
- Our children will develop confidence, resilience and know how to keep themselves mentally healthy
- Our children will be able to use of a range of social skills in different contexts, and with different people and have the skills and attitudes that will allow them to participate fully in, and contribute positively to life in modern Britain as responsible, respectful and active citizens
- Our children will be able to work well with others and be able to resolve conflicts effectively
- Our children will have the skills to question authority in a respectful and appropriate way

2 Ethos and general principles

Thoresby Vale Primary Academy believes that all children and staff in our school are important and valued individuals and deserve to be treated with respect. We are committed to the well-being of all our children, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community, and a place where everyone can work effectively, free from violence, bullying and any form of harassment. We understand that the key to developing this environment is strong, professional and positive relationships between all members of the

community and this lies at the very heart of this policy. We purposefully forge positive relationships with all children, including those who demonstrate challenging behaviour, so that they feel valued and part of the class/academy community.

We see the responsibility for positive behaviour as a shared responsibility of all staff at the academy. All staff have a duty to model and always uphold the highest standards of behaviour, both in lessons and unstructured time.

This policy is developed to ensure guidance for staff (and information for parents and governors) to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some children, variance on these procedures will be made to meet any specific social, emotional, learning or other needs which require a personalised approach.

Our approach is based on an understanding that:

- **Behaviour is a form of communication of an unmet need.** Our children want to behave appropriately. Behaviour is a means of communication and adults must support children to communicate their needs safely and appropriately. When a child's needs are understood and met, they are much more likely to be able to self-regulate and behave well. Therefore, to change behaviour, we must respond to the unmet need. We recognise the importance of early intervention and aim to identify where children are struggling or unsettled before situations escalate.
- **Children's behaviour cannot be fully understood in isolation,** without considering their individual influences. We therefore speak with adults at home at a very early stage where there are concerns and seek support where necessary in line with our Safeguarding Policy.
- **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management systems. Relational approaches approach behaviours with curiosity, not with judgement. Relationships are at the centre of what we do, and behaviours do not impact relationships with staff.
- **Behaviour that challenges is often because of gaps in emotional development;** children who have a difficult start to life have often learned that the world is not a safe place and people (adults) cannot be trusted. The stage of emotional development of a child will determine their ability to self-regulate and their readiness for learning.
- **Learning new behaviour is a task,** just like learning to read and write and as adults we must support our children with this.
- **Making mistakes is part of the learning process** and we should support and guide children to get it right. We should help children to reflect upon their behaviour, understand the reasons for this and the impact/consequences of their actions.

- **We should help children develop the skills to self-regulate;** understanding they may need a personalised approach to support them to manage their behaviour.
- Working with children who do not feel safe at school is demanding on the adults working in a school, therefore appropriate, support is in place to help them fulfil their role to the expected standard.

Social and emotional support and well-being

We aim to support children in their behaviour, relationships and social learning as we do with other areas of the curriculum. Just as in other areas of the curriculum “one way does not fit all” neither does our behaviour, relationships, and social skills curriculum. Children will be at different starting points and need to be taught these skills. We therefore plan opportunities such as weekly Personal, Social, Health and Economic (PSHE) lessons, Circle Time and access to Nurture groups where these skills are taught. We model and encourage good behavioural, relationship and social skills always.

To support the well-being and emotional resilience of our children, we draw on the principles of our mind wellbeing curriculum which supports our children to develop their sense of self, understanding of emotions, self-regulation skills and executive function.

Negative behaviours can be an indication of low self-esteem. We use strategies which focus on the positive and address the behaviour not the child and not in front of others. Often children who struggle with behaviour feel isolated emotionally. We therefore aim to use strategies which include the child and enable them to participate within the class / academy.

Creating a safe and secure learning environment

This requires everyone to develop and cultivate strong relationships between staff, children and parent/carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason break down, actively seek to repair and restore these.

Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, for children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable, consistent routines, expectations and responses to behaviour. All staff are expected to have high expectations, be proactive in developing strong professional relationships with children and apply consistent routines in line with the school ethos. However, managing these expectations may require flexibility. Being ‘fair’ is not about each child getting the same (equality) but about everyone getting what they need (equity).

3 The behaviour system

It is the primary aim of Thoresby Vale Primary Academy that every member of our school community feels valued and respected, happy and safe. We are a caring community, built on mutual trust and respect for all.

All members of Thoresby Vale Primary work together to promote our Healy Habits and aim to be the best we can be. All members of the academy community have a role and responsibility in promoting and modelling these habits which are part of our culture.

Our Healthy Habits

Find Joy

Build connection

Take responsibility

Be respectful

Be curious

Be a leader

Class teachers are primarily responsible for managing children's behaviour effectively in line with the requirements of the Teacher Standards.

We always focus on the positives when talking with families and children and any individual social and emotional regulation plans have a stronger focus on positive reinforcement.

We recognise that change and transitions can lead to insecurity in children and result in negative behaviour. We ensure that timetables are displayed in every class and ensure children are well prepared for change or transitions.

Entitlement to the curriculum is statutory and we therefore do not use withdrawal from lessons or academy activities as a sanction unless it is considered unsafe and/or built into a social and emotional regulation plan.

We approach any behaviour issue with connection before correction. We establish the cause of behaviour issues by investigating fully and ensure that children understand the reasons for any consequence. Children are encouraged to reflect on their behaviour choices and on the impact that their behaviour has on others.

How will staff behave?

1. Staff will always adopt a calm, consistent and fair approach to managing behaviour.
2. Staff will remove any personal emotion from the situation.
3. Staff will be 'relentlessly bothered' and invest in getting to know our children and therefore build 'emotional currency'.
4. Staff will give first attention to best conduct.
5. Staff will meet and greet our children with a smile.
6. Staff will recognise children who are 'going the extra mile' in their conduct and learning.

Relentless Routines

Staff will be relentless in the pursuit of our three key routines.

1. **Use of manners** – we expect all our children and staff to use please and thank you, to greet each other around academy and to not interrupt conversations.
2. **Moving calmly around academy**
3. **Entering and leaving classrooms, hall etc. in a calm and orderly manner** (Entry and exit)

We ensure children are clear about our Healthy Habits by agreeing and displaying them. We revisit these regularly as part of our curriculum and everyday practice.

We praise frequently and ensure more praise than correction. Our day-to-day behaviour system is based on rewarding positive behaviour and providing an incentive for it.

We have the expectation that ALL children will be well behaved.

We also reward through responsibility and allocation of jobs. When individual social and emotional regulation plans are in place, we try to use rewards which give responsibility as these are often better and more meaningful than 'treats' as these build on positive 'desirable' behaviours and self-esteem.

Consistency in practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals, they respect adults and accept their authority.

All staff

1. Meet and greet at the door.
2. Refer to our Healthy Habits.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all children.
5. Use a visible recognition board within classrooms.
6. Be calm and give 'take up time' when going through the steps. *Prevent before sanctions.*
7. Follow up every time, retain ownership and engage in restorative conversations with children.
8. Never ignore or walk past children who are behaving in a way that is not in line with how we do things here.

Senior leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Meet and greet children
- Be a visible presence around academy
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess academy wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Take time to welcome children at the start of the day

4 Rewards and sanctions

We recognise and reward children who go the extra mile.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. ***'It is not what you give but the way that you give it that counts.'*** The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

Positive recognition strategies

1. Praise

2. Positive phone call home / Weduc message / word at the end of the day

3. Name on the Recognition Board

Linked to the Healthy Habits or a cohort appropriate behaviour

4. Thor Points

Working towards Gold [500], Silver [250] and Bronze [100] Thor Points award

5. Celebration assembly

Spread the good news mention in assembly

6. Hot Chocolate Friday

The principal or senior member of staff will invite two children from each class who have been the best they can be every single day during the week to share a hot drink and a chat together. It is an opportunity to spend time with members of the academy who get on quietly but don't always get the recognition that they deserve. It is a ripple of recognition of those children who always do the right thing.

7. Principal Star award

Children can be sent to the principal for recognition of an exceptional piece of learning, achievement or behaviour. The child will receive a Star Award wristband and a Principal's Star of the Week points. They will also receive a message home to inform parents / carers, and their achievement will be celebrated on the weekly newsletter.

8. Going the extra mile post card home

Postcard posted home – these may be related to a specific Healthy Habit. The child will be awarded a star pin badge in assembly and get recognition on the newsletter.

There are also weekly awards for Times Table Rock Stars, our maths web-based resource. The top scorers across the academy on Times Table Rockstars will be acknowledged in Friday assembly.

5. Managing behaviour

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several stages of consequences in place to encourage them to manage their behaviour in a positive way.

Restorative Approach

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).

- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken to follow the school's safeguarding and child protection policy.
- If children do not meet expectations or are still /become angry, stop mediation! This will be picked up later.

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Stepped approach to managing behaviour

Engagement with learning is always the primary aim. For most children, a gentle reminder or nudge in the right direction is all that is needed. Where this does not work, we follow our step approach. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Remember:

- Praise the behaviour you want to see.
- All children must be given 'take up time' in between steps.

Step	Action
Step 1: Reminder	<ul style="list-style-type: none">✓ An explicit reminder of the expectations delivered privately where possible.✓ Repeat reminders if necessary. <p>Script examples include:</p> <p><i>"I am expecting you to..... (not talk when I am talking, etc)"</i></p> <p><i>"It was the expectation about.... (walking safely round school) that you broke then"</i></p> <p><i>"This behaviour is stopping learning. What do you need to behave safely?"</i></p> <p><i>Deescalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.</i></p>
Step 2: Verbal warning	<ul style="list-style-type: none">✓ A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the natural consequences if they continue. <p>Script examples include:</p> <p><i>"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"</i></p> <p><i>"I am always expecting kind hands. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe."</i></p> <p><i>"Think carefully about your next step. Let's get back on track."</i></p>

Step	Action
Step 3: Think about it Reflect on what the behaviour is trying to tell you	<ul style="list-style-type: none"> ✓ Speak to the child privately and give them a final opportunity to engage. ✓ Offer a positive choice to do so and refer to previous examples of good behaviour. ✓ Use the scripted intervention <p><i>I noticed you are...</i> <i>It was the expectation about ... that you broke.</i> <i>You have chosen to...</i> <i>Do you remember last week when you ...?</i> <i>That is who I need to see today.</i> <i>(Give take up time.)</i></p> <ul style="list-style-type: none"> ✓ Attach 'Stay behind after the lesson / at break / lunch / take time out to reflect on the choices you are making' to this step. It cannot be removed, reduced or substituted. <p><i>If there are secondary behaviours, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning children to their learning.</i></p>
Step 4: Consequence & reflection	<ul style="list-style-type: none"> ✓ Time out is spent reflecting on behaviour choices. This could be in a partner class, a quiet place in the classroom, during playtimes or lunchtime. See our levels of consequences below. <i>Reflection frames can be used to support this if necessary.</i> ✓ Children may need a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. ✓ Children should only stand outside classrooms / sit in the library if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. <i>Remember to go and invite them back into the classroom once they are calm and ready.</i> ✓ If the step above is unsuccessful, or if a child refuses to take a time out then the child will be asked to leave the room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. ✓ If children refuse to move, walk away and address the behaviour once the rest of the class have left. ✓ If the situation is dangerous, send for support or remove the rest of the class if necessary.
Step 5: Repair	<ul style="list-style-type: none"> ✓ Restorative conversation takes place. This could be a brief chat or a more formal meeting. ✓ Use the restorative conversation prompts to support this.

If a child reaches the consequence and reflection step, time must be given to the child to reflect on their choices and the incident and consequence recorded on SIMS. Repeated low-level behaviours resulting in a child being warned may also be logged when and if necessary to identify triggers and patterns.

Every effort is made to follow through with the consequence on the same day so that the child can start fresh the following morning.

Any time out, playtime / lunchtime missed must be supervised.

Children are encouraged to apologise meaningfully to children and adults that may have been impacted by their behaviour. However, these cannot be forced. Where appropriate, letters of apology are written by the child.

Where appropriate, class Circle Time or discussion may be utilised to resolve and explore behaviour incidents.

Where there are several incidents of concern during a one-week period or short period of time, teachers will discuss this with parents or carers.

Parents may be asked to contribute towards any equipment that has been misused, damaged or broken by a child.

It is important that children are clear about the undesirable behaviour, its impact on others and how they can change this. If felt necessary by members of staff, children may be asked to take playtimes inside, to support and encourage them to have successful and happy playtimes. This would only be used as a temporary measure.

Where children are displaying behaviours of concern and the policy is proving insufficient / ineffective, the class teacher should decide whether to proceed along the Behaviour Pathway.

Any racist, homophobic or discriminatory comments must be recorded on SIMS and brought to the principal's attention.

If a behaviour incident occurs in the classroom, the initial responsibility lies with the Class Teacher to deal with the incident using stage one (see below). If the misdemeanours are more serious, or repeated, the Class Teacher should refer to stage 2 (see below). These procedures assume a gradual increase or persistence in poor behaviour.

If behaviour degrades very quickly, or if the first incident is of a serious nature (i.e. violence) then it is acceptable to skip stages of consequences. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between the academy and home.

Examples of possible sanctions are given below; this is not a hierarchy and not an exhaustive list.

Stages of consequences

	Stage 1	Stage 2	Stage 3
Behaviour	<p>Examples include:</p> <ul style="list-style-type: none"> - Behaving in an unfriendly way towards another child and excluding others - Talking out of turn / Shouting out - Minor disruptions to learning - Being off task 	<p>Examples include:</p> <ul style="list-style-type: none"> - Regular / constant Level 1 incidents - Ignoring instructions - Not respecting academy equipment - Speaking or behaving disrespectfully - Continuing to disturb the class - Physical contact with another child (low level) - Continuing to call others unkind names - Breaking the academy rules 	<p>Examples include:</p> <ul style="list-style-type: none"> - Regular/constant Level 2 incidents - Hurting others verbally - Hurting others physically - Swearing - Fighting - Racist incident - Homophobic incident - Stealing - Dangerous or threatening behaviour - Serious damage to academy equipment
Possible consequences	<ul style="list-style-type: none"> • Reminder of rules • Verbal warning • Reflection time -after lesson • Re-do / complete work at break / lunchtime • Repair – restorative conversation 	<ul style="list-style-type: none"> • Reminder of rules • Verbal warning • Reflection time with staff member -at lunch -at breaktime -outside the class -in another class • Removal from class • Repair – restorative conversation • Informal conversation with a family member 	<ul style="list-style-type: none"> • Reflection time with staff member -at lunch -at breaktime -in another class • Repair – restorative conversation • Family informed • Formal meeting with family (Team around a child) • International suspension (half or full day) • Social, emotional regulation plan implemented • Education from other agencies e.g. Police • Fixed term suspension (1-5 days) • Permanent exclusion

Concerning behaviour

Thoresby Vale Primary works closely with the Sherwood Area Partnership.

Where there is concern regarding behaviour or a change in behaviour, teachers follow the graduated response to behaviour agreed by the Sherwood Area Partnership.

This is based on the principles that:

- most issues can be corrected through early intervention and alterations to classroom practice
- families are fully aware, consulted and involved
- there is guidance for strategies
- staff feel supported in the escalation process where classroom adjustments have not led to improvement or behaviours are severe
- Senior Leaders in the academy are involved in an appropriate way and at an appropriate level

Support from families

All parents/carers/families, in the promotion of positive behaviour, are expected to:

- talk to their children about the academy expectations of work and behaviour
- encourage children to discuss problems
- attend parent's evening and communicate with the academy any concerns/issues which may affect their child's behaviour/learning
- ensure that their child attends academy every day possible and on time
- behave in an appropriate manner towards all staff and children within the academy, e.g., speak to staff and pupils calmly and with respect
- support the decisions made by school and share any differing opinions in a calm and polite manner with staff
- encourage children to use good manners
- praise children for positive recognition received at academy

Parents, carers and adults at home play a vital role in promoting good behaviour in the academy and so effective home/academy liaison is very important.

It is important that teachers can depend on parent's full support in dealing with their child's behaviour.

To support parents and families, the academy community will endeavour to achieve good home/academy liaison by:

- promoting a welcoming environment within the academy

- giving parents and adults at home regular constructive and positive comments on their child's work and behaviour
- communicating regular information about academy events, achievements and issues of concern
- encouraging parents to come into academy on occasions other than parents' evenings
- keeping parent informed of academy activities by letter, newsletter, Weduc.
- involving parents at an early stage in any disciplinary problems.

Homework and equipment

We recognise that events in the lives of children and families can make it difficult to always remember the right academy equipment; however, it is important that we teach children to take responsibility for the things they need and to be organised to develop independence in this so that they are well prepared for their next stage of education.

- Class teachers will remind parents and adults at home when children have not had equipment / PE kit needed through a Weduc message.
- Class teachers will speak with parents and adults at home to establish reasons where homework or kit has been missing twice in succession so that we do not punish a child for circumstances beyond their control.
- We will make efforts to overcome barriers by e.g., providing a spare set of kit or resources for homework where necessary.
- Where there becomes a pattern of missing equipment, homework etc or staff have concerns regarding this, parents and adults at home will be invited into the academy to discuss and set a plan to resolve the issues.
- Children may be asked to complete missing homework during their playtimes or lunchtimes.

Year 5 and 6

To prepare our children for the expectations as they move on to their secondary academy, we expect our oldest children to take greater responsibility for organising their equipment and resources. Therefore, a Strike System will operate. Each time that a child does not have the correct resources, homework or kit in the academy they will receive a strike. If a child receives three strikes in one term, breaktimes will be missed. Strikes will start fresh each half term.

Use of physical restraint

Staff at Thoresby Vale Primary Academy only use physical restraint on children following the DfE guidelines. www.gov.uk/government/publications/use-of-reasonable-force-in-schools

All staff aim to intervene at an early stage to prevent issues from arising or escalating.

Most support staff are trained in CRB (Coping with Risky Behaviours) and are therefore skilled in the diffusion of a situation to avoid the use of handling.

The use of proportional, physical intervention will only be used as a last resort, to prevent children from hurting themselves or others (including staff), from damaging property, or from causing disorder.

Every effort is made to avoid confrontation and to de-escalate a situation however there are occasions where restraint is necessary to ensure child and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other children. Where it is felt that the use of restraint may be necessary at some point, this is discussed with parents and a record is kept of all events on SIMS and on MyConcern.

Suspension and permanent exclusion

Suspension and permanent exclusion decisions in our academies are always made in line with the latest [DfE guidance](#) and the [Trust Policy](#).

5 Entry and exit routines and expectations

We ensure that we are in class and ready to meet and greet the children as they enter the classroom at the start of the day, after break times and other transitions. We expect children to enter the classroom in a calm and orderly manner. Teachers and teaching assistants are responsible for ensuring that the children enter the dining hall in a calm and orderly manner.

Calm music / videos are used to set the tone at the start of the day and after lunchtimes within the classroom.

6 Uniform and use of mobile / smart phones and other media

Our uniform expectations can be found on our website. We expect our children to 'Take responsibility' to be in the correct uniform every day. Where children do not have the correct uniform, we will give them uniform from our Swap Shop where it is available.

Children in Year 5 and 6 can bring their mobile phones to the academy if they walk to and from academy without an adult and have signed consent to do so. Phones must be handed into the teacher each morning on arrival to academy. They will be given back to the children at the end of the academy day.

Smart watches are not permitted at the academy.

7. Conduct outside of school and at enrichment clubs

Conduct outside of school may be raised with the academy. Where this is the case, staff will investigate this where the misbehaviour is:

- when the child is taking part in any school-organised or school-related activity
- or travelling to or from school
- or wearing school uniform or in some other way identifiable as a pupil at the school.

Or whether the conditions above apply, that:

- have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Parents will always be consulted when the incident has occurred outside of school. Consequences may be given in line with our policy for behaviour conduct that takes place outside of school and is in line with the above.

Walking to and from academy

We love to give our Year 5 and 6 children independence when they begin to walk to and from the academy by themselves. We expect our children to always behave in a positive way, including on their way to and from the academy.

If we receive information that children in Year 5 and 6 may not be behaving in a positive manner on the way to and from academy, we will contact adults at home to discuss this. Where we feel that children are not safe or responsible enough to walk home by themselves, we will request that adults collect their child from academy and will revoke the child's consent to walk home for a period.

After-school clubs

Our behaviour policy will be followed by all staff running after school clubs, and time out and rewards will be given in line with our policy.

After school clubs are a time to enjoy learning new skills and enjoy different opportunities. All children attending our clubs deserve to be able to do this without disruption. Where a child is preventing this from happening, their adults at home will be spoken to in the first instance. Should the behaviour continue, the child will not be able to attend the club again during that half term.

This policy appendix is reviewed annually in line with the Trust behaviour policy.