

# **CHURWELL PRIMARY ACADEMY BEHAVIOUR POLICY**



**Resilience  
Multi Academy  
Trust**

<b>Summary</b>	Promotion of positive behaviour, and policy on rewards and sanctions with regard to pupils' behaviour
<b>Responsible Person/Author:</b>	Adam Marham - COO
<b>Applies to:</b> (please circle/delete as appropriate)	<b>Staff</b> <input checked="" type="checkbox"/> <b>Student</b> <input checked="" type="checkbox"/> <b>Community</b> <input checked="" type="checkbox"/>
<b>Ratifying Committee</b>	Standards Committee
<b>Version:</b>	1
<b>Available On:</b>	Website, SharePoint or on demand
<b>Effective from:</b>	12 January 2026
<b>Date of Next Formal Review:</b>	August 2026
<b>Review Period</b>	Annual
<b>Status</b>	Statutory
<b>Owner</b>	RMAT

#### Document Control

Date	Version	Action	Amendments
12.01.2026	1	New Policy Created	n/a

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## **Introduction**

1. This policy addresses both the promotion of positive behaviour, in accordance with our academy's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
2. We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
3. Behaviour which, in any way, disrupts learning, is unacceptable in our academy, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive academy and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

## **Aims and Objectives**

4. It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The academy's behaviour policy is therefore intended to support all members of our community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
5. The academy has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
6. The academy expects every member of its community to behave in a considerate way towards others.
7. We aim to treat all children fairly and to apply this behaviour policy consistently.
8. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy and the wider community.
9. The academy aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

## **Rewards and Sanctions (see Appendix 3)**

10. We praise and reward children for good behaviour in a variety of ways:
  - All staff praise children for considerate, positive behaviour in such a way as to underline its value to our academy.

- All staff award team points for behaviour that reflects the elements of our Rainbow Rules (Appendix 1) and Rules for moving around the academy (see Appendix 2).
- Children are allocated to a house team and they collect Team Tokens for sensible behaviour and manners in the classroom and around the academy. The four teams are: Ruby, Sapphire, Gold and Emerald. Each term, the winning team will celebrate with a group activity.
- All children have a Buddy in the academy and Big Buddies and Little Buddies are in the same House Team.
- Nursery and Reception develop positive attitudes to behaviour in line with the rest of school. They use sticker rewards and positive praise throughout the day. Use of the Good to be Green, Brilliant Blue and Incredible Indigo recognition board for weekly behaviour led focuses, is developed with our youngest children. They also use Growth Mindset medals for focus task work done with an adult weekly and children add their name to the medals with their teacher.
- There are high expectations for behaviour within the Early Years; repetition and good modelling allow children to embed positive behaviours and a shared desire to keep their classroom and space neat and tidy. As a cohort there is a Star Reward Jar for provision tidy up time, allowing the children to see how hard they have worked and work together as a team towards a target number to reach their goal.
- The Early Years Foundation Stage (“EYFS”) team address behaviour in the moment, talking it through, using a thinking chair and a timer away from choosing time for up to 5 minutes. Incidents requiring further time are escalated to the EYFS Leader, Deputy Principals/Principal.
- Clear communication with parents/carers is also key to developing positive attitudes to behaviour in the Early Years.
- In Key Stage (“KS”)1 and KS2 the children are rewarded for ‘Good to be Green’ behaviour by being recognised on the Recognition Board. Children can also be awarded ‘Brilliant Blue’ or ‘Incredible Indigo’ for going over above what is expected of them. This can also be recognised through a ‘praise slip’ which is rewarded by their class teacher, KS Leader or Principal/Deputy Principal.
- If children do not make the right choices they are given a ‘polite reminder’. If this does not have an impact then they will receive a orange or yellow card, which equate to 5 or 10 minutes lost playtime. Red cards are issued for consistently poor behaviour or extreme behaviour which put the child or others at risk. A red card means that children move to an area where they are supervised by the Leadership.
- If a orange or yellow card is issued, then the child misses the time from the next available playtime. KS1 children miss the time in their year group area and children in KS2 miss their time with a member of Leadership team.
- Every week we nominate children from each class to be part of our ‘Celebration Assembly’ which recognises not only good behaviour but positive attitudes to work and school. Such nominations are recognised with the award of certificates in academy assembly. The certificate also recognises children’s work towards developing a Growth Mindset and they receive a badge to celebrate the Growth Mindset they have been using the most.
- We award merits to children, either for consistent good work or behaviour for learning. Children are awarded a bronze, silver and gold certificate and special stickers. Children in

KS2 receive a bronze and silver award and are invited to a Gold Treat at the end of the Summer term with the Principal.

- Early identification of any issues with behaviours will be discussed by the class teacher with the parent/carer. Class teachers will also seek advice from the Learning Mentors, their Key Stage Leader, Special Educational Needs and Disabilities Coordinator (“SENDCO”) or Deputy Principal/Principal. The academy can also make referrals to the Morley Cluster and outside agencies, if specific support is required.
  - Each term class teachers will nominate children for a phone call home to celebrate positive learning or behaviours; these calls are made by the Principal. Children are also nominated for a ‘praise postcard’ or ‘quietly amazing’ postcard, sent by the Principal.
  - Children who show outstanding effort, improved learning and excellent behaviour for learning or ‘Brilliant Blue behaviour’ are sent to the Principal for praise; these children receive a special Principal’s sticker, a postcard home to celebrate success and sometimes a photograph via X.
  - Those children who consistently apply themselves in a positive manner, work hard, excel in school and who display excellent behaviour both in learning and within the school community are deemed as having ‘Incredible Indigo’ behaviour. These children are rewarded at a termly Principal’s Tea Party; the children are nominated by the Class Teacher.
  - All teachers nominate a child each week as an ‘Always Child’ which rewards considerate behaviour towards others and for always doing the right thing in school.
11. The academy acknowledges all the efforts and achievements of children, both in and out of school. End of year reports contain information regarding children's wider achievements beyond school, thereby recognising personal endeavour and positive motivation.
12. The academy uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation (see Appendix 3).
- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
  - If a child is disruptive in class, the teacher will give a verbal warning. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher’s expectations that they will work co-operatively alongside others.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the child will be required to leave the classroom and may go the Starlight Room (KS1) or the Reflection Room (KS2) to give them an opportunity to regulate their emotions in a safe space away from other children. Adults will use de-escalation techniques to support the child to regulate their emotions. If a child purposely and repeatedly directs aggressive behaviour towards members of staff then the adults will support from a safe distance.
  - If a child threatens, hurts or bullies another child, the child is sanctioned by withdrawal of privileges, such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order

to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

13. The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children who attend school feel safe and secure.
14. All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our academy do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to another person, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children. Where staff are asked to restrain a child then they will be Team-Teach trained.
15. We recognise peer on peer abuse, sexual violence and harassment can manifest in many different ways. This type of abuse will always be treated seriously, and never just as banter, part of growing up, or boys being boys. We also recognise that sexual violence and or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence and/or sexual harassment are witnessed, disclosed or reported to school, the concerns will be taken seriously. We recognise that sexual violence and harassment can occur online and face to face (both physical and verbal) and are never acceptable.

### **The role of the class teacher**

16. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
17. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
18. The class teacher treats each child fairly, and enforces the classroom code consistently. This is discussed by the class at the start of a new school year and as part of our PSHE work and assemblies. The teachers treat all children in their classes with respect and understanding.
19. If a child misbehaves repeatedly in class, in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage Leader or then the Principal or Deputy Principal.
20. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's SENDCO and Learning Mentors, discuss the needs of a child with these external agencies.
21. The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Principal**

22. It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to Local Review Board (“LRB”) Members, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.
23. The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
24. The Principal keeps records of all reported serious incidents of misbehaviour.
25. The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the school LRB Members have been notified.

### **The role of parents and carers**

26. Our school requests that parents and carers enter agree to work in partnership with the academy to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the academy rules and to support the school when sanctions need to be used with a child. The academy collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
27. We explain the academy rules in the school prospectus, and we expect parents and carers to understand and support them.
28. We always endeavour to build a supportive dialogue between home the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
29. If the academy has to use reasonable sanctions to address a child's behaviour, we expect parents and carers to support the actions of the academy. If parents and carers have any concerns about their child, they should initially contact the class teacher. If their concerns remain, they should contact the Principal to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Local Review Board, in accordance with the academy's Complaints Policy.

### **The role of Local Review Board Members**

30. The LRB has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. LRB Members support the Principal in adhering to these guidelines.
31. The Principal has the day-to-day authority to implement the academy's policy on behaviour and discipline.

### **Fixed-term and permanent exclusions**

32. We are an inclusive academy and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.
33. The academy follows the national Exclusions Guidance. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and Principals have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-term exclusions.
34. Only the Principal has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
35. If the Principal excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the LRB. The academy informs the parents or carers how to make any such appeal.
36. The Principal informs the Local Education Authority and the LRB about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
37. The LRB itself cannot either exclude a child or extend the exclusion period made by the Principal.
38. When required, a student disciplinary panel ("SDP") will be called to consider fixed-term exclusions exceeding 15 days in any one term, or a permanent exclusion. The SDP will be formed with up to three LRB members (either from Churwell's LRB, or that of another academy within RMAT) sitting on the committee.
39. When the SDP meets to consider a fixed-term or permanent exclusion, they consider the circumstances under which the student was excluded, and any representation made by parents/carers, the Local Authority, and academy staff.
40. The SDP will either decide to uphold the Principal's decision to exclude (decline reinstatement), or request that the student is reinstated, and their student records updated to reflect this.

### **Drug and alcohol related incidents**

41. It is the policy of this academy that no child should bring any drug, legal or illegal, into the academy. If a child needs any prescribed medication during the school day, the parent or guardian should notify the academy by filing out Form 3a at the office. This medicine should be taken directly to the school office for safekeeping. Any medication needed by a child while in the academy must be taken under the supervision of a teacher or other adult employee.
42. The academy will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who

deliberately brings substances into the academy for the purpose of misuse will be issued a fixed-term exclusion. The child will not be readmitted to the academy until a parent or guardian of the child has visited the academy and discussed the seriousness of the incident with the Principal. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

43. If any child is found to be suffering from the effects of alcohol or other substances, then an assessment by the safeguarding team will be undertaken, and appropriate arrangements will be made for that child.
44. If a child is found to have deliberately brought illegal substances into the academy and is found to be distributing these to other pupils for money, the child will be permanently excluded from the academy. The police and social services will also be informed.

### **Monitoring and review**

45. The Principal monitors the effectiveness of this policy on a regular basis. They also report to the LRB on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
46. The academy keeps a variety of records concerning incidents of misbehaviour.
47. The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. Records are also kept and sent to the LA of Hate incidents.
48. It is the responsibility of the LRB to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The LRB will pay particular attention to matters of equality and discrimination, so that no child is treated unfairly because of race or ethnic background.
49. The policy will be reviewed annually, in accordance with Department for Education (“DfE”) guidance.



*Learn, Aspire, Achieve*

Appendices for:  
Behaviour and Discipline Policy



**Resilience  
Multi Academy  
Trust**

Rainbow rules for super manners

**Hold the door.**

**Say 'Hello'!**

**Smile!**

**Use 'please' and 'thank you'.**

**Offer to help.**

**Be polite.**

**Pay a compliment.**

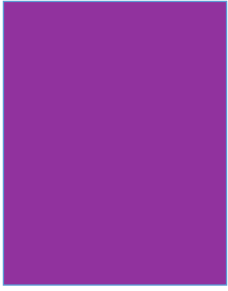
# Rules for moving around school

Face the way you are  
going.

Lips zipped.

Hands by your side.

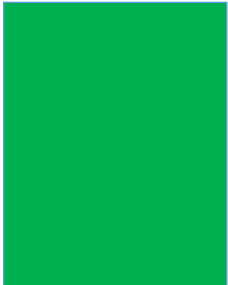
**Appendix 3**



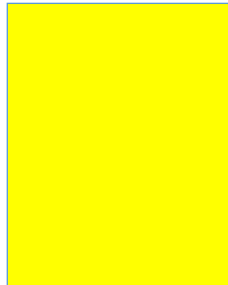
**Incredible Indigo**



**Brilliant Blue**



**Good to be green**



**First warning – miss 5 minutes playtime**



**Second warning – miss 10 minutes playtime**



**See Mrs Barson/Mrs Oakley/Mrs Seedhouse  
Phone call home or meeting with parent/carer**

# KS2

<b>Behaviours</b>	<b>Rewards or sanctions</b>
Purple	Attend half termly Headteachers tea party
Blue	See Mrs Barson with fantastic work, Headteachers sticker, postcard home, discussion with Mrs Barson about fantastic behaviour for learning. Praise Slip/call home
Green	Recognition board, team points, merit stickers, celebration assembly, picked for 'Always Child' reward, kindness Hot Chocolate reward
Yellow	Miss 5 minutes playtime in Reflection Zone If this happens 3 times then a phone call is made home by the class teacher
Orange	Miss 10 minutes playtime in Reflection Zone If this happens 3 times then a phone call is made home by the class teacher
Red	Immediately see Mrs Barson/Mrs Oakley/Mrs Seedhouse. Possible isolation from your class. Phone call home or a meeting with parents/carers

# KS1

<b>Behaviours</b>	<b>Rewards or sanctions</b>
Purple	Attend half termly Headteachers tea party
Blue	See Mrs Barson with fantastic work, Headteachers sticker, postcard home, discussion with Mrs Barson about fantastic behaviour for learning. Praise Slip/call home
Green	Recognition board, team points, merit stickers, celebration assembly, picked for 'Always Child' reward, kindness Hot Chocolate reward
Yellow	Miss 5 minutes playtime in setting If this happens 3 times then a phone call is made home by the class teacher
Orange	Miss 10 minutes playtime in setting If this happens 3 times then a phone call is made home by the class teacher
Red	Immediately see Mrs Barson/Mrs Oakley/Mrs Seedhouse. Possible isolation from your class. Phone call home or a meeting with parents/carers

# Reception

Behaviours	Rewards or sanctions
Purple	Attend half termly Headteachers tea party
Blue	See Mrs Barson with fantastic work, Headteachers sticker, postcard home, discussion with Mrs Barson about fantastic behaviour for learning. Praise Slip/call home
Green	Recognition board, team points, merit stickers, celebration assembly, picked for 'Always Child' reward, kindness Hot Chocolate reward
Yellow	Miss 5 minutes in the setting after yellow card is issued. If children have a pattern of repeatedly missing time then Class Teacher to speak to parents/carers.
Orange	Miss 10 minutes in the setting after orange card is issued. If children have a pattern of repeatedly missing time then Class Teacher to speak to parents/carers.
Red	Immediately see Mrs Barson or Mrs Oakley. Possible isolation from your class. Phone call home or a meeting with parents/carers