

Old Clee Primary Academy

'Inspired to Believe, Learning to Succeed'

Behaviour Policy



Approved by:	Headteacher	Date: 28/03/2026
Last reviewed on:	19/03/2025	
Next review due by:	Spring 2027	



1. Overview

Good behaviour is central to everything we do within the Academy. High standards of behaviour are expected and promoted at all times, both in lessons and throughout every aspect of school life. All members of staff will uphold these high standards, regardless of their location within the Academy, and learners will receive clear guidance on what is expected of them.

2. Vision and aims

The Academy's expectations will align with our aim for all pupils to become 'SUPERB' citizens by the time they leave Old Clee, and will serve to underpin and reinforce good behaviour. Rewards will be intrinsically motivated to help foster and develop an ethos where children act for their own benefit and take pride in their actions, rather than seeking extrinsic rewards. We will work in partnership with parents to ensure that the Academy's values become central to the lives of our learners.

Much of our behaviour results from conscious and unconscious choices. By using the language of 'choice', we enable children to become more aware of the options available to them.

All of our choices lead to consequences. Individuals must understand the consequences of their actions to make informed choices. Emphasising a given behaviour or expectation further promotes it; therefore, highlighting positive behaviours and expectations is more effective than focusing on the negative. With this in mind, we will:

Praise, Positivity, Publicly
and
Discuss, Disappointment, Discreetly

We will promote the required behaviour through the use of terms associated with being a 'SUPERB' citizen. This approach fosters a more intrinsic, achievable, and expected standard of behaviour, which we hope will be internalised, thereby encouraging self-regulation and personal ownership of standards. Our common language will consistently refer back to these expectations.

3. Objectives

- To foster an ethos of positive behaviour within the Academy, ensuring that all children feel happy, secure, and safe
- To guarantee that everyone is treated fairly and with respect, while promoting the development of strong relationships
- To guide children in leading disciplined lives, helping them understand that good citizenship is rooted in positive behaviour, tolerance, and respect for others
- To cultivate an Academy community that values kindness, care, humour, patience, obedience, and empathy towards others
- To utilise positive behaviour as a means to enhance community cohesion, encouraging children to be considerate towards their peers, adults within the Academy, and the wider community

4. Strategies overview

Our expectations

The six Academy Expectations are derived from our personal development approach and our aspiration for pupils to become SUPERB citizens. They have been simplified to ensure that all our children can engage with them at an appropriate level, considering their developmental stages.

Be an Old Clee

Self Aware:

be aware of your behaviour and impact on others

Unique:

be proud of everyone's differences

Problem solver:

solve problems in a positive way

Empathetic:

show understanding of others and help

Responsible:

make decisions for the good of everyone

Benevolent:

be kind, caring, honest & polite

. Citizen

These attributes will be taught to all pupils and reinforced in the daily life of the Academy. They will be explicitly taught through our Personal Development (PD) curriculum, which includes assemblies. Each week will focus on a different attribute, as detailed in the PD approach.

All staff will set and expect high standards of behaviour both in lessons, around the Academy, and at all other times when they are with children. Each member of staff is responsible for promoting good behaviour among all children across all Academy environments.

5. Roles and responsibilities

5.1 Pupils

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of all members of staff.
- To take care of Academy property and the environment.
- To cooperate with other children and adults.

5.2 Staff

- To offer good role models – using consistent language throughout.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use expectations and sanctions/consequences clearly and consistently.
- To foster good relationships with the children and their parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

5.3 Parent/carer

- To be aware of the Academy's expectations.
- To support staff in the implementation of the behaviour policy.
- To foster good relationships with the Academy.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in the Academy.
- To encourage independence and self-discipline.

Our behaviour curriculum will be implemented throughout the Academy, and instances of poor choices will be documented, allowing children the opportunity to correct their behaviour first and foremost. Each member of staff must ALWAYS and CONSISTENTLY ensure that the child understands that their inappropriate behaviour is a CHOICE and that they are making a poor CHOICE. They may require support in understanding why their choice is poor, and this is incorporated into the procedure. However, the language used by adults must convey disappointment rather than frustration. Positive language, affirmations, and encouragement should be employed at every opportunity.

6. Strategy and procedure

There are 3 parts to our approach. They are:

1. RECOGNISING AND PROMOTING POSITIVE BEHAVIOURS DURING THE DAY	
1.1	Celebration Assembly
1.2	Monitors, Ambassadors or School Councillors
1.3	SUPERB Citizen and Counter Reward System
1.4	'The Shout Out'
2. BEHAVIOUR APPROACH WITHIN THE CLASSROOM	
2.1	Positive Consequences
2.2	The Sad Face and the self-motivated choices
3. BEHAVIOUR APPROACH DURING OUTDOOR LUNCH BREAK	
3.1	Remind, Timeout, Remove (RTR) & Student Ambassadors

7. Recognising and promoting positive behaviour during the day

Strategies for positive encouragement of our academy and expectations include:

- Staff recognising when children have done well and congratulate them.
- Celebrate achievements with others, either in class or during assemblies.
- Presenting good work to the Head teacher or other adults in the Academy.
- Positive feedback to parents (verbal and written via Home/school book for example) SUPERB inputted onto the class lesson tracker and onto the class website page.
- 'SHOUT OUT' stickers.
- Head Teachers Award.

Class/academy behaviour management

It is widely recognised that when children have clear and consistent approaches to behaviour, they are more likely to behave in a similarly consistent manner. We have a well-defined strategy for quickly gathering a class or larger groups together. The following process is to be used by all staff:

- **Raised hand signalling 'STOP'** – all children understand our expectations and respond accordingly.

Coming into school

How the day starts sets the tone for the rest of the day. We firmly believe that all children should receive a warm welcome as they enter the Academy. The Pastoral Team, Teacher Release Team, and members of the Senior Leadership Team (SLT) are present on each playground every morning. In Key Stage 1, a member of staff from each class is also stationed at the children's class entrance door. All children are greeted with a friendly "hello" and "good morning." This is also an opportunity for parents to pass on any messages or discuss any concerns they may have.

Coming in from break and lunch

As with the start of the day, how children re-enter the Academy impacts their next lesson and their readiness to learn. At Old Clee Primary Academy, we operate the following system:

At the end of break or lunch, a whistle will be blown, signalling all children to stop what they are doing and stand still. An adult will inform the children that their break or lunch is over and ask them to return equipment to its designated area. They will then remind the children to walk calmly to their class lines. When the second whistle or bell is blown, the children will walk calmly to form their alphabetically ordered class line in their allocated place, ready to enter the Academy. The class teacher, or the staff member covering during PPA, will go onto the playground to collect their class, bringing them into the Academy in an orderly manner, with children always walking on the left.

Encouraging good behaviour

Children's good behaviour is recognised, encouraged, and often rewarded. Strategies include:

- Emphasising the encouragement and motivation of pupils, for example, through positive feedback, descriptive praise, and attention to their successes.
- Promoting respect for individuals by:
 - Modelling desired behaviour.
 - Actively listening to children and communicating that their voices have been heard.
- Creating a safe environment, both physically and emotionally, through clear and consistent expectations and consequences.
- Raising self-esteem by ensuring pupils experience and recognise their own successes.
- Maximising opportunities for pupils to take responsibility for their behaviour by providing choices whenever possible.
- Ensuring that feelings are integrated into the PSHCE curriculum and included in assemblies.

1.1 WEEKLY CELEBRATION ASSEMBLY



Two 'shining stars' are chosen by their Class Teacher to celebrate children displaying academic achievements, SUPERB qualities and/or personal achievements in the children's work/attitude/behaviour/talents/outside achievements or anything as a class teacher they feel deserves additional recognition, over the week.

Surprise for pupil and parent/carer

A whole year group assembly is held to celebrate the child's achievement where they will receive a certificate. The child will also feature on the relevant class page on the Academy website.
FS2/KS1 = KS1 Hall
Y3/Y4 = KS2 Hall
Y5/6 = KS2 Hall

Assemblies are to be led by rotations of teachers and must be highly professional and engaging in their delivery and smooth in organisation.

Teachers to track all recipients in their record books—info to be used for Parents Evenings/annual reports.

Monitors/Responsibilities and Student Ambassadors

Children may also be given areas of responsibility or monitor jobs, to act as good role models around the Academy for peers. Areas will be flexible. Teachers will keep a log of jobs/responsibilities awarded to children in their class, in their record books, to inform Annual Reports.

Children and teachers will choose two SUPERB student ambassadors to assist at lunchtime in the playground – these will alternate every full term, allowing a variety of children within the same class to have the opportunity to be an ambassador. It will be a privilege to be 'SUPERB Ambassador' and those displaying the attributes to help others will be chosen. They will play an important role in mediating any minor fall outs and in helping pupils manage themselves and make right choices, thus have an enjoyable break. See further details in the consequence section.



Superb Citizen Reward System

In line with our Personal Development curriculum (which incorporates PSHCE, SRE, SMSC), our reward system is based on embedding key life skills within our pupils such as Self value & Self-worth, moral obligation, making positive choices and having high aspirations so that they become 'SUPERB' citizens – able to contribute positively to society and to play an active and successful role within it.

Each of the letters embody a characteristic we want to consciously focus upon and develop in our pupils, across the whole school, with a focus around skills pupils will need to learn and remember for life after OldClee.

The **SUPERB** letters:

<u>Self-Aware</u>	<u>Unique</u>	<u>Problem Solving</u>	<u>Empathetic</u>	<u>Responsible</u>	<u>Benevolent</u>
Healthy, Reflective, Resilient, Self-Worth, Self-Image Growth Mindset	Personality, Attitude, Passionate, Experiences, Habits, Goals and Proud	Tolerant, Logical, Imagination, Considerate, Analytical, Investigative Open Minded	Sympathetic, Compassionate, Understanding, Accepting, Attentive, Respectful	Decisive, Committed, Choice & Consequence, Accountable, Leadership Role Model	Kind, Genuine, Thoughtful, Caring, Honest, Courteous.

See next page for system details.

'The Shout Out'

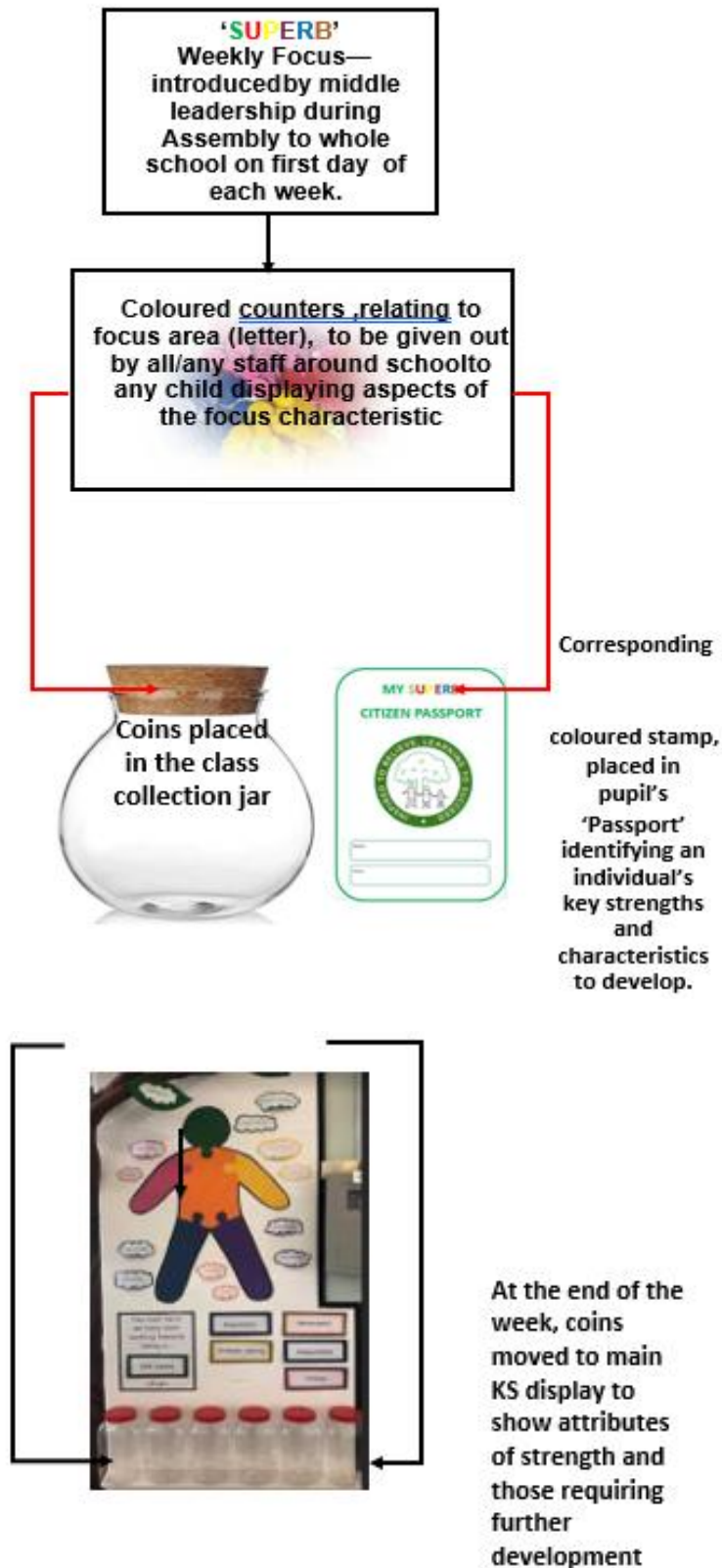
'The Shout Out' is a way of rewarding children throughout the week. 'Shout Out' stickers will be handed to pupils who display some form of behaviour or achievement that warrants a 'shout out' by the teacher or other adults if outside the classroom.

Alongside this, an explanation will be given to the child on why they have received the sticker- this will then prompt discussion around school between the pupil and staff. This will allow the children to answer in detail to the question of: "Why have you got a shoutout?"

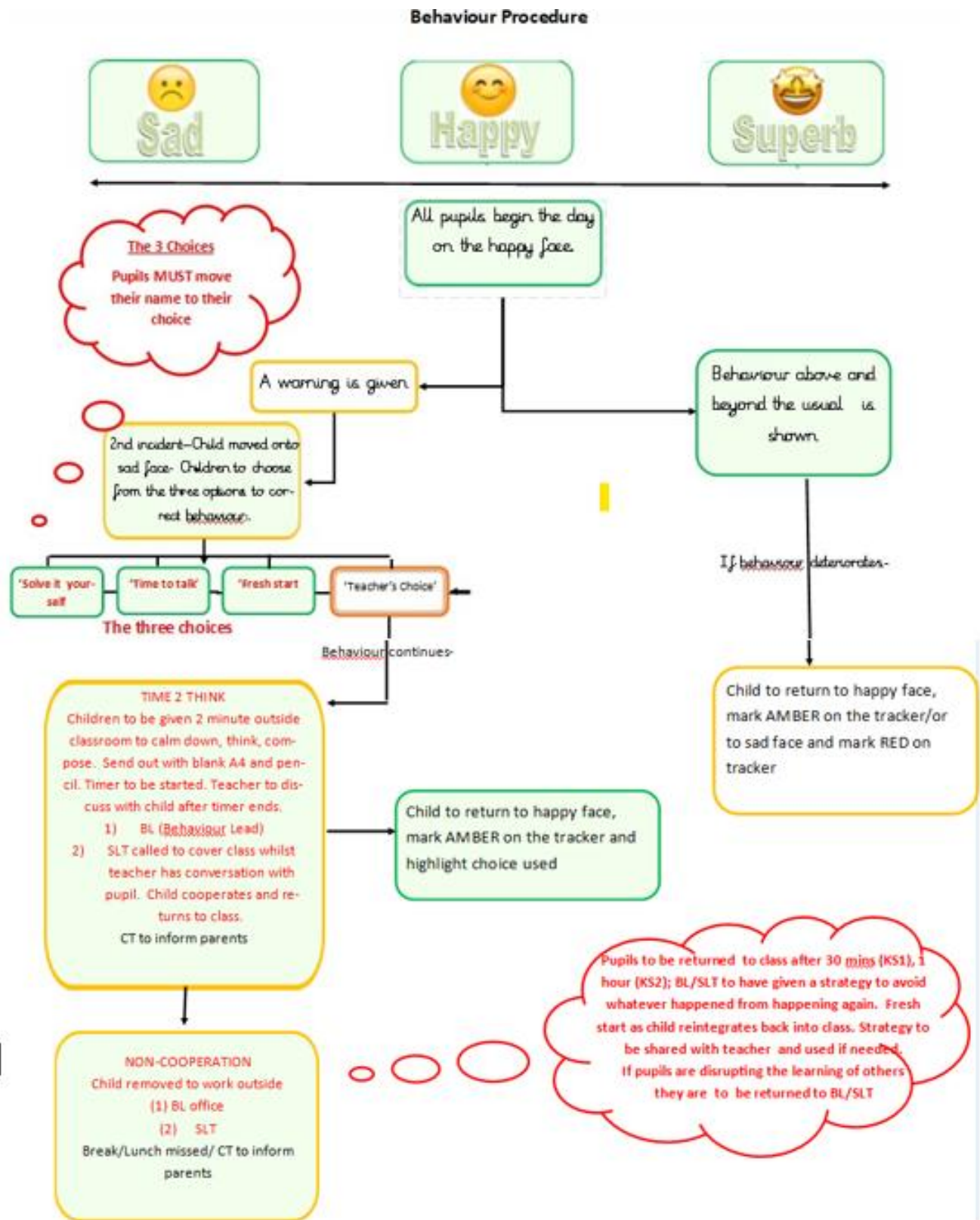
It will also allow discussion with parents when the child returns home.



Cont.. Superb Citizen Reward System



8. Behaviour system within the classroom



- See explanation and further guidance on next page

Positive consequences

The system allows children to move up from the happy face to the SUPERB face. Children who move, must have displayed behaviour which is 'above and beyond' the expected. This will be tracked on the class lesson tracker and rewards will be implemented weekly. The rewards are varied and pupils will be constantly encouraged to behave in a superb way. A 'vending machine' gold star sticker will be given to the child for achieving this status and it will be stuck into their home/school book. Once they have 2 stars or more, they will be able to visit the vending machine to choose their reward and exchange their stars. Rewards range from books, experiences, to specific events that they can take part in. The children are actively looking to take on their own responsibility for their behaviour to build on their successes and continually strive to do their best.



The sad face and self-empowering choices positive consequences

The Three Choices

 'Solve it yourself' If a child chooses this option, they will be making the choice to change their behaviour using self-discipline (suggestions may need to be given and they may need to be helped at first with coping strategies)	 Time to Talk If the child chooses this, they are going to continue with their work and will speak to a teacher at a more appropriate time.	 Fresh Start, Fresh Desk If a child chooses this option, they are asking to be moved at the teacher's discretion.
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*** All choices must be immediate; must be displayed in classroom, and pupil must move name to the choice they have made.**

TEACHER'S CHOICE



Option 1 – teacher gives child no choices at the '**3 choice stage**' and makes decision themselves as to what course of action is required.

Option 2 - after child has used '**3 choice stage**' - '**Time to Think**' is implemented;

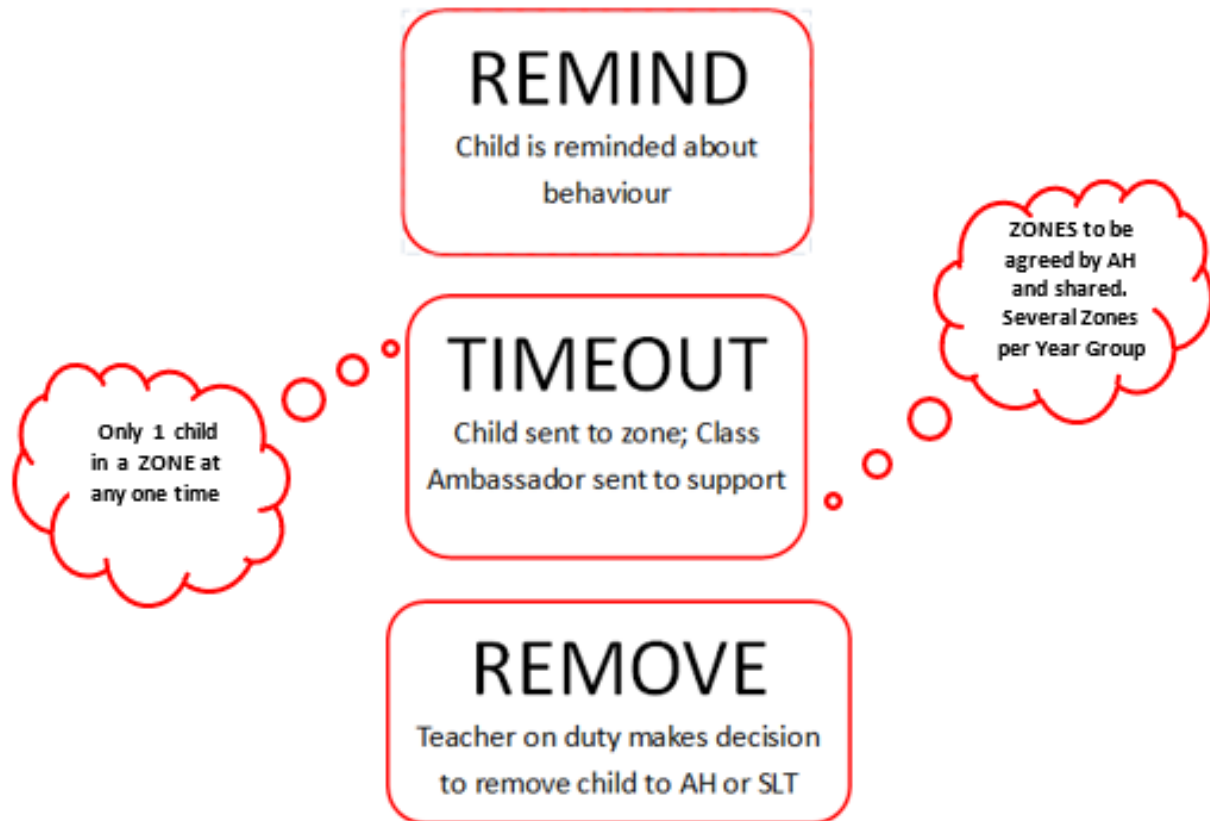
which is two minutes outside the classroom with a timer. Pastoral/SLT called to cover class whilst teacher has a discussion with pupil to return to class and make correct choices. SLT or pastoral will be called to cover the class, allowing the teacher to discuss with the child. Child returns to class and moves to happy face once behaviour has been amended positively.



NON-COOPERATION

Child is removed by BL or SLT = whoever is in attendance at the above 'Time to Think' stage, and works outside their respective offices.

9. Behaviour system lunch time



The behaviour in the playground should mirror the same high standards and expectations we see in the classroom. We expect to see SUPERB citizens outside on the playground.

If there is an incident or negative behaviour during lunch time, the child/children will then miss the following day from 'that' session to reflect on their behaviour choices.

If any child is struggling on the playground, either due to circumstances outside of the Academy or for any reason in the Academy and don't want to be on the playground at lunchtime they can access Pastoral or SLT support in the POD or Library during this time.

Restorative Discussions

Following any kind of disagreement or breach of Academy expectations, all parties take part in a restorative discussion to prevent further incidents happening.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Children can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult who is well aware of the situation, who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussion is fair, consistent and respectful.
- Discussions are held in a calm, quiet space.
- Incidents/discussions are logged onto CPOMS and all staff that need to be aware are alerted by the member of staff who dealt with this.

Pupil Ambassadors



Being a SUPERB Playground Ambassador allows the children to play an active role in supporting their peers to solve problems, prevent loneliness, encourage positive friendships and raise awareness of any issues on the playground. They also offer a person who is always willing to listen if another child needs somebody to talk to.

The Ambassadors will be responsible for mediating with a child, from their own class' during a timeout, to help that child calm down (using restorative practice). This will allow the child who is in timeout to have a discussion through reflection before returning to the rest of the class/ year group on the playground.

How will the Pupil Ambassadors be recognised on the playground?

Whilst on the playground, the SUPERB Ambassadors will wear a hi-vis jacket, with the name of their class on the back. This will allow other children to identify them, but also allow the lunchtime supervisors to use the correct class Ambassador to assist their classmate.

What will the Pupil Ambassadors do?

Alongside mediating with the children or child in timeout, the Ambassador will be responsible for informing their class teacher of any incidents - this information will be written in a Pupil Ambassador booklet by relevant lunch supervisor and then passed to the class teacher. This will work alongside the lunchtime supervisors notes which will be passed to the Behaviour Lead after every lunchtime.

When will Ambassador's change?

New Ambassadors are chosen each term by their Class Teacher. These children show exemplary behaviour throughout the year and are viewed as good role models, always following our expectations. The children

are trained upon commencement of their role by the Behaviour Lead.

The Playground Ambassadors for each year group and the Behaviour Lead, meet regularly to discuss their role, their findings and share any ideas they have for making any changes to further develop their role at our Academy. This is also a chance to discuss and resolve any concerns or issues they may be having.

At the end of their time as a Playground Ambassador, they will all receive a certificate of thanks and they will also feature in the Children's section on the school website.

As an academy, we focus heavily on being a SUPERB citizen within the classroom, and having SUPERB Ambassadors allows us to continue this focus on the playground.

10. Monitoring of behaviour

LESSON TIME TRACKING OF BEHAVIOUR

Lesson Time Behaviour Trackers 2020 - 2021														
Year 2020/2021														
UPN	Surname	Forename	Gender	SEN	EAL	Disadvantaged	Pending Disadvantaged	LAC	Service Child	W/B 19/04/2021				
										M	T	W	Th	F
Z812352218039	A		M											
T812352218006	B		M			YES	YES							
A812352218032	B		F			YES								
V812352218037	C		M	YES										
P812352218062	E	oe	F											
V812352218066	G	n	M											
C812352218072	G	se	F									TO		
X812352218030	H	e	M											
M812352218051	H		M			YES								
D812352218006	H		F	YES										
Y812352218077	H	n	M			YES								
T812352218035	K		F											
Q812352218053	P		F	YES										
V812352218008	P		F											
X812352218057	R		M											
V812352218009	S		F									SI	SI	
L812352218003	S		M			YES						SI		
L812352218029	S		F											
L812352218060	T		M	YES		YES	YES			TC	NC	NC2		
Y812352218048	T	W-Jay	M											
K812352218040	T		M									SI	SI	

SI = Superb
SI = Solve it yourself
TTT = Time to talk
FS = Fresh Start
TC = Teacher Choice
NC1 = Non-cooperation 1
NC2 = Non-cooperation 2
TO = Time Out
RI = Removal

Names of persistent Movers:	Follow up:	Action taken to ensure more effective strategies are used.
S	AH to pick up	
A	AH to write an IBP	IBP Completed 26.04.21 - awaiting additional strategies from SENCo
J	AH to pick up	

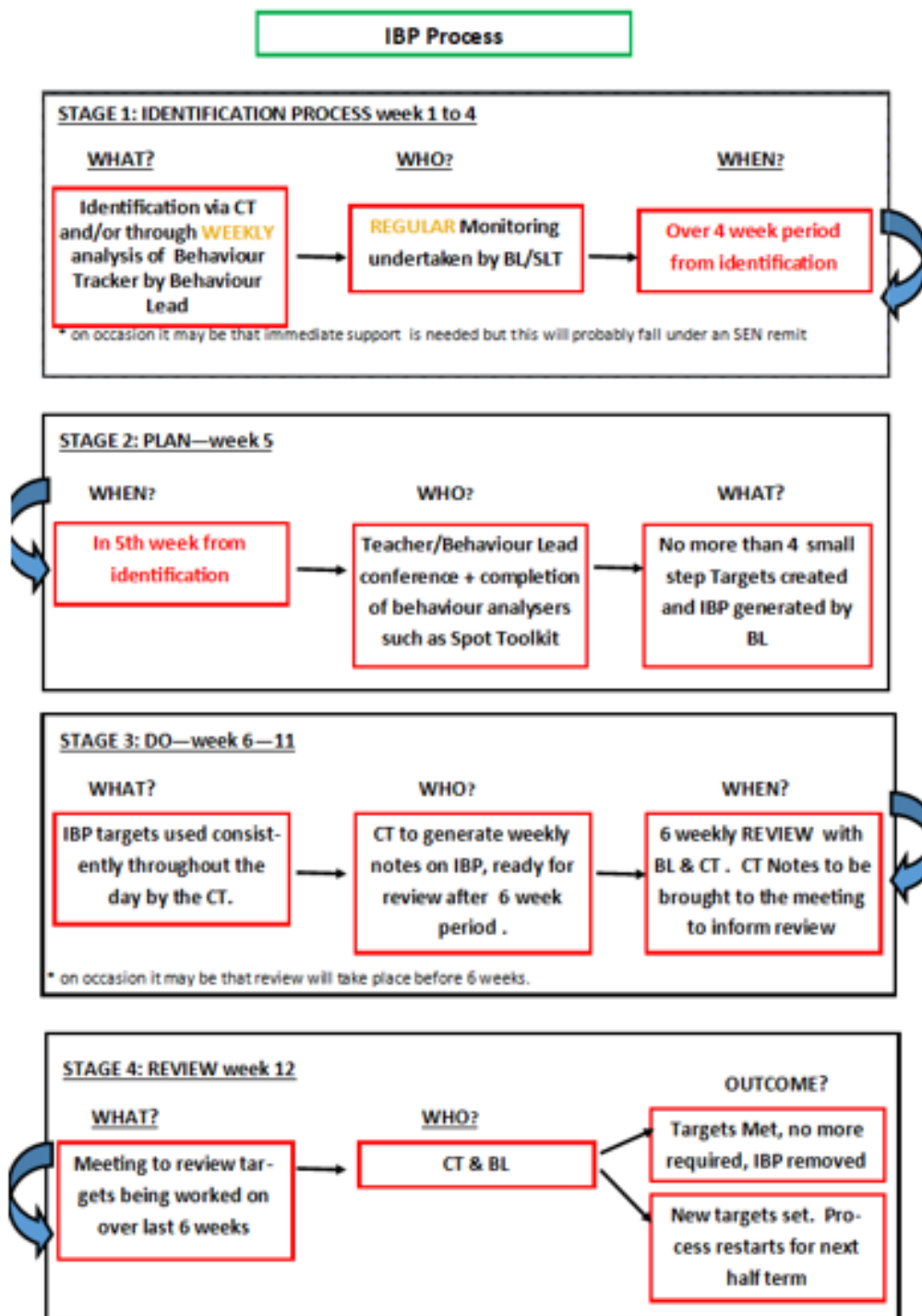
Trackers **MUST** be OPEN throughout the day on laptops and completed immediately if needed.

When the relevant code is entered, it will automatically change colour. This will then be reviewed each week and it will provide a very clear picture of where we are with regard to children self-managing their behaviour, teacher intervention or BL/SLT action. Those pupils who feature regularly will be tracked by Behaviour Lead and support will be provided. Each Class Teacher's Tracker will contain all the behaviour information for BL and action taken. This will provide a comprehensive account across the school.

Management of More Challenging Behaviour

For some children who exhibit more challenging behaviour, a more appropriate strategy will be developed in line with the Behaviour Policy and using the advice of the Pastoral/SEN Teams and SLT. This process will involve CT, support staff, Pastoral and/or SENCo and Head Teacher. On occasion it will involve the support and guidance of outside agencies. When appropriate, staff will be trained in positive handling techniques. It is the CT's responsibility to highlight these children to the BL, Pastoral and SLT through the CPOMs system.

This enables more appropriate support strategies to be developed and put in place. It is also a requirement that these children are identified and supported with an Individual Behaviour Support Plan (IBP) created by CT/BL. **See APPENDIX A for IBP template.**



Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance:

Schools have the power to sanction pupils for misbehaving outside of the school premises, to such as is reasonable.

Where behaviour outside the Academy grounds fall under the categories stated on the DfE guidance, the Academy will follow a proportionate response in line with how these behaviours would be managed in the Academy as stated above. Conduct outside the Academy premises and online conduct that teachers might sanction pupils for include misbehaviour:

- when taking part in any Academy-organised or Academy-related activity;
- when travelling to or from the Academy;
- when wearing Academy uniform;
- when in some other way identifiable as a pupil at the Academy;
- that could have repercussions for the orderly running of the Academy;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the Academy.

Child on Child Abuse

This is monitored robustly within the Academy also, both inside and/or outside of the Academy. Parents are always informed and expected to work with the Academy.

This could be any of the following:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

Any incidents of this nature that is brought to our attention will result in a multi-agency response for example:

- children's social care,
- the police,
- any specialist services that support children who demonstrate harmful behaviour,
- the family
- any other professionals who know or have had contact with the child.

The DfE guidance also asks schools to consider how best to keep the victim and alleged perpetrator, a reasonable distance apart while they are on the same premises, as well as to and from school, where appropriate. A risk assessment would need to be put in place to ensure this happens.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The Academy's culture is consistent and promotes our high standards of behaviour at all times. We provide the necessary support to ensure all children can achieve and thrive both in and out of the classroom. We consider a whole school approach, which meets the needs of all pupils in our Academy, including children with SEND, so that everyone can feel they belong in the Academy community. Our high expectations are maintained for all children.

We feel that with good behaviour cultures, we create a calm environment which benefits children with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. Individual pupil needs are always taken into account.

Use of Restraint - Staff within the Academy are permitted to use reasonable force to support or restrain a child or young person in specific circumstances though the need for such action will be rare and a very last resort. Reasonable force may be used, where necessary, to stop a child committing a criminal offence or causing damage to property or harm to themselves or others. It can also be used to help teachers maintain good order and discipline. For example, if a child refuses to leave a classroom, it may be reasonable to lead them by the arm – or it may be reasonable to carry a distressed young child out of the classroom to a place where they can calm down. Contact will be made with parents/carers to report any significant incident where a member of staff has used force. The incident will be recorded in a written format and filed in the 'Bound and Numbered' book. Some staff members are trained in Team Teach Techniques – SLT, Behaviour Lead, Pastoral, SENCo and the Extended Leadership (year group leads) (October 2023).

A Positive handling plan will be discussed and agreed by the parents in case of a need for restraint needing to be used again in the future.

For any behaviour which gives cause for immediate concern, the Head Teacher/SLT will be involved and the parents informed immediately by phone, letter or both. More often than not, parents will be required to come immediately into the Academy. Appropriate sanctions will be discussed and imposed with relevant staff and parents. The child will become involved so that the support/sanctions are explained.

For some children, as a last resort or an intelligent action, the option of suspension/permanent exclusion will be a necessary course. The type of suspension/permanent exclusion is the Head Teacher's decision. It will be based on the severity of the behaviour and the most appropriate suspension/ permanent exclusion to affect a change in behaviour as well as the Health and Safety of adults and children within the Academy.

Types of exclusion/suspension include:

- **Internal suspension/exclusion** – child is isolated within the Academy for a set period of time
- **Suspension/fixed term exclusion** – child is suspended from the Academy for a set period of time
- **Permanent exclusion** – child is excluded from the Academy permanently.

The most serious penalty of permanent exclusion is only used by the Head Teacher under the most extreme circumstances, where all other sanctions have failed to have a lasting effect on the behaviour of a pupil, or where to do otherwise would seriously affect the health and safety of the child themselves, other pupils or members of staff.

There are also situations where a suspension/permanent exclusion may not be a suitable option in terms of relevance and effectiveness. In this instance, an internal suspension/exclusion (Isolation) will apply. In the instance of behaviour warranting a suspension/permanent exclusion, the 'Out of School's Team' and/or the current statutory guidance from the Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', will be used alongside the Academy's Exclusion policy.

NOTES:

Behaviour Monitoring

Behaviour throughout the academy is monitored throughout the day using individual Class behaviour trackers. These are monitored daily by the Behaviour Lead and support is put in place to best support staff and children. For low level behaviour, this is discussed with the child in a restorative manner to allow the child to make changes to their own behaviour. On some occasions, if low level, unsettled behaviour continues, further strategies are suggested and sometimes classroom set ups are changed to best support a positive change in behaviour and management of this. Parents/carers are also informed of their child's low level behaviour.

Poor Behaviour Incidents

All behaviour incidents are logged on to CPOMS, the whole school communication system and staff are alerted to the incident on a need to know basis. This also allows staff members to comment or add any further information they may hold regarding incidents or if there has been other concerns about that child. The CPOMS system allows us to hold a chronology of each individual child throughout the academy, which can support staff in a number of ways. It can support new class teachers of children that have had past difficulties or issues and also allows us to build a bigger picture if we need to seek additional support for children. Tracking the child's behaviour through this system allows us to identify any child 'in need' of support with regards to Behaviour, Safeguarding, SEN or any other outside agency support. Any additional paperwork is uploaded and stored in the document vault of our communication system.

Suspension/Fixed Term and Permanent Exclusions

Suspension/Fixed Term and Permanent Exclusion incidents are logged onto the CPOMS system and actioned. All paperwork related to these incidents are uploaded into the document vault. These incidents are also logged on the academy's behaviour report with an overview and actions taken to prevent further suspensions/fixed term/permanent exclusions. All paperwork is forwarded to the Local Authority immediately.

Inclusion

On occasions, children will be asked to work in inclusion rather than suspension/fixed term exclusion. It is felt that unless behaviour is deemed as severely unsafe or dangerous to self and others, these incidents can be supported much more productively through inclusion in school for a period of time rather than staying at home for a suspension/fixed term exclusion. These incidents will be logged on the CPOMS system within a child's individual file as part of the suspension/fixed term exclusion paperwork.

Isolation/Inclusion

For any incidents where a child's behaviour causes concern and it is felt that they may need time spent away from the classroom to support their well-being, in the past they have worked in isolation. These incidents were logged on the class tracking system. As part of the new behaviour policy, it is an expectation of the child that if they choose to make unsafe choices they will be expected to take 'time out' and continue with their learning outside of the classroom, with support/supervision from the behaviour lead. Isolation, has replaced using the terminology 'Inclusion' and the children respond well to this way of working as it is an expectation.

Discrimination

Instances of discrimination are logged onto the CPOMS system and actioned with all additional paperwork uploaded into the document vault. These incidents are also logged on the academy's behaviour report (Behaviour Incidents) with an overview and actions taken to prevent further incidents.

Ratification

Date ratified by Headteacher: 28th March 2026

Date of last review: 19th March 2026

Next review date: Spring Term 2027

Signed by Headteacher: Miss D Richardson

Date: 28th March 2026

APPENDIX A

Old Clee Primary Academy Individual Behaviour Plan for pupil: Class

Number & Date of Plan: Participants:..... Duration of Plan:..... 6 WEEKS..... Review Date:.....

Broad area of need: 1. 2.. 3. 4.					Pupil Voice:				
					Parent Voice:				
Agencies/programmes/assessments involved:	Spot toolkit	ASD outreach	Boxall	YMM/Compass	Early Help	SEMH	Beck Screener	SDQ	Lego Therapy
Intended outcome PLAN	How will target be achieved? Who? Frequency? DO								
1.									
2									
3.									
4.									

Number & Date of Plan:

Participants:..... Duration of Plan:.....6 WEEKS.....

Review Date:.....

Week 1, 2, 3, 4, 5,6 REVIEW

Intended outcome PLAN	COMMENTS FOR REVIEW
1.	
2.	
3.	
4.	

NB: PLEASE USE NEW SHEET FOR EACH WEEK