INSPIRE
PARTNERSHIP

Positive behaviour policy



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1.0 Purpose & Policy Framework

At Inspire Partnership Multi-Academy Trust, our behaviour policy is underpinned by leading educational research, statutory legislation and restorative practice approaches to embed a culture of mutual respect, high standards of conduct and positive attitudes towards learning.

This policy is explicitly grounded in the research of Tom Bennett (*Running the Room: The Teacher's Guide to Behaviour* and DfE Behaviour Lead) alongside current Department for Education (DfE) statutory guidance and UK legislation:

- Education Act 1996, 2002 & 2011
- Education and Inspections Act 2006 (Staff authority, discipline, and reasonable force)
- Keeping Children Safe in Education (KCSIE) (Current statutory guidance)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE guidance)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE statutory guidance)
- Searching, Screening and Confiscation: Advice for Schools (DfE guidance)
- Mobile Phones in Schools (DfE guidance)
- Working Together to Safeguard Children (DfE statutory guidance)
- The Equality Act 2010 & The Public Sector Equality Duty
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (DfE/DoH)
- Children and Families Act 2014

> *"Culture is created by design or by default. If you don't actively create the culture you want, one will be created for you—and it probably won't be the one you'd choose."* — Tom Bennett

We have developed an explicit behaviour curriculum centred around our core principles and values. This enables pupils to be taught core behavioural skills systematically, ensuring they are successfully embedded into daily academy life.

Aims of the Policy

1. Explicit Teaching: To explicitly teach operational routines (for example; carpet time, line-ups and transitions) as physical skills until they become automatic, low-effort habits for children.
2. Adult Consistency: To ensure all staff maintain high standards of professional calm, low-arousal corrections and relentless consistency across the entire school day.

   "Consistency is the bedrock of good behaviour management. Without it, rules are just advice." Tom Bennett

3. Clarity of Consequences: To provide a transparent, graduated ladder of consequences (R1 to R5) that is fair, swift and proportionate, ensuring pupils understand the direct link between choices and outcomes.
4. Proactive Safeguarding: To maintain an active link between behaviour data and safeguarding reviews, ensuring no child's distress, trauma, or emerging special educational need is masked or misdiagnosed as simple "misbehaviour."
5. Inclusion & Reasonable Adjustments: To apply the Equality Act 2010 and SEND Code of Practice proactively, making necessary adaptations for pupils with SEND through structured, individual support plans without lowering overall cultural expectation.

The purpose of this policy is to ensure that culture across Inspire Partnership Multi-Academy Trust is created by design, not by default.

We recognise that children thrive in environments characterised by warmth, total predictability and firm boundaries. This policy provides staff, leaders, parents and pupils with a shared understanding of:

- What we expect: The core social and academic norms required for a safe, high-performing learning environment.
- How we teach it: The explicit routines and physical rehearsals used daily to turn expectations into automatic habits.
- How we respond: The standardised, low-arousal interventions and proportionate consequences used when boundaries are breached.

- How we protect: The statutory mechanisms used to ensure challenging behaviour triggers proactive safeguarding and SEND support rather than purely punitive responses.

Compliance

- Behaviour is never viewed in isolation. Persistent misbehaviour, sudden behavioural shifts, or emotional withdrawal are evaluated through a safeguarding lens to identify potential mental health difficulties, domestic abuse (including Operation Encompass), child-on-child abuse, sexual harassment/violence or extra-familial exploitation.
- In accordance with the Public Sector Equality Duty and the SEND Code of Practice (2015), reasonable adjustments and the SEND Graduated Response (*Assess, Plan, Do, Review*) are integrated into our behavioural expectations to support pupils with Special Educational Needs or Disabilities.
- Under Section 91 of the Education and Inspections Act 2006, staff exercise statutory powers to enforce discipline, issue proportionate sanctions (including classroom removals and detentions) and conduct searches where legally permitted under DfE *Searching, Screening, and Confiscation* guidance.
- In line with DfE national guidance, the academy maintains a strict policy regarding personal electronic devices and mobile phones to minimise distraction, prevent cyberbullying and protect the instructional environment.

Guidance

1. High Expectations and Clarity: Behaviour expectations are explicitly taught, visible and non-negotiable across the entire school (corridors, classrooms and social areas). There is a singular, universal code of conduct that all staff and students understand.
2. Routinised and Consistent Sanctions: A clear, staged system of sanctions (R1 to R5) is consistently applied by all staff, removing ambiguity and ensuring fairness. The system is designed to be cumulative, offering increasingly focused intervention as behaviour escalates.
3. Focus on Proactive Intervention: The policy prioritises proactive strategies, such as the use of routines and early intervention stages (R1, R2), to manage low-level disruption before it escalates. Designated times of the day are used for Resolve (R3) and Reset (R4) conversations, ensuring these crucial interventions do not disrupt core learning time.

4. Staff Empowerment and Training: All staff receive ongoing, high-quality training to ensure consistent application of the policy and effective use of non-verbal cues and low-level intervention techniques.

2.0 Core philosophy: Behaviour as a curriculum

At Inspire Partnership Multi-Academy Trust, we operate on the principle that behaviour is a curriculum. Good conduct, self-regulation and focus are not innate traits that pupils simply have or lack; they are complex skills and habits that must be explicitly taught, modelled, practised and maintained.

Treating behaviour as a curriculum reframes conduct from a moral issue (*they are displaying bad/good behaviour*) to a pedagogical issue (*they have not yet mastered this skill or habit*).

> *"We need to teach behaviour in the same way we teach literacy, mathematics, or science: with clarity, patience, modelling and practice. When a child struggles with reading, we teach them. When a child struggles with behaviour, we must do the same."* Tom Bennett

The four stage teaching cycle for behaviour:

Stage 1	Stage 2	Stage 3	Stage 4
Explicit explanation	Physical modelling	Repetition and rehearsal	Maintenance and feedback
State exactly what is expected	Show ‘what it looks like’	Pupils practice until it becomes automatic	Praise or quiet reset

Stage 1: Explicit Explanation *(Clarify the Norms)*

Do not leave expectations to chance. Explain what the action is, how to do it and why it matters.

- *Example:* "When we gather on the carpet, we sit with crossed legs, hands in laps and eyes on the board. We do this so everyone can see the book clearly and no one's space is invaded."

Stage 2: Physical Modelling *(Show, Don't Just Tell)*

The teacher models both the correct behaviour and (where helpful) the incorrect behaviour to eliminate ambiguity.

- *Example:* "Watch how I walk to my desk. Notice my feet are quiet and my hands are by my sides. Now watch this—what was wrong with how I moved that time?"

Stage 3: Rehearsal *(Deliberate Practice)*

Telling pupils what to do is not enough; they must physically practise it.

- If a class lines up noisily on Monday morning, we do not simply sigh and march them off. We stop, bring them back and have them re-rehearse the line-up until it meets the required standard.
- Practising routines early in the term saves hundreds of hours of lost instructional time later in the year.

Stage 4: Maintenance and correction (High-Frequency Feedback)

Habits degrade if they are not maintained. Staff receive training throughout each academic year to maintain high standards:

- Over-notice the positive: Promptly acknowledge compliance to reinforce the norm (*"Thank you, Table 2, ready instantly"*).
- Reset immediately: The moment a routine slips, correct it neutrally and instantly. Never let a broken routine pass, or it becomes the new default.

3.0 Roles & Responsibilities

All Staff Responsibilities

All staff employed by Inspire Partnership Multi-Academy Trust have a statutory and professional responsibility under Section 91 of the Education and Inspections Act 2006 to consistently apply this behaviour policy. Staff have the responsibility to speak to children about incidents occurring in school and to investigate incidents where necessary to establish facts and apply the behaviour policy fairly. At times, pupils will be spoken to individually; however, there may be instances where pupils are spoken to alongside peers.

In order to ensure absolute consistency across the academy, all staff are required to be familiar with and work in full conjunction with this policy. All staff employed within the academy have the right and authority to enforce it.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that behavioural expectations are met in their classrooms and wider school areas as part of the Teachers' Standards (Standard 7: Manage behaviour effectively). Class teachers and supporting staff ensure that their classes behave in a responsible manner through the strong classroom culture established. A visual display of expectations is present in all classrooms and cloakrooms.

Class teachers and covering adults must ensure that any breaches in behaviour are managed in accordance with this policy and that all conversations held with pupils, staff and parents/carers are logged on CPOMS alongside supporting documentation. Should any pupil be placed on a behaviour report card, classroom staff are responsible for ensuring the report is completed daily and shared with parents/carers.

The Role of the Pastoral Team

The pastoral team is responsible for ensuring that pupils receive targeted support to access learning and meet behavioural expectations. The pastoral team works alongside parents to signpost support, implement tailored strategies and develop strong parental partnerships to ensure pupils enjoy a successful educational experience.

The role of senior leaders

Senior leaders support all staff in successfully implementing and working consistently in line with this policy. Senior leaders ensure that the policy is adhered to within their specific areas of responsibility and model high standards of visible consistency. It is the role of a senior leader to coach all staff in implementing this policy.

The role of the headteacher / head of school

The Headteacher has statutory responsibility for implementing the positive behaviour policy consistently throughout the school and reporting to the Local Governing Board on its effectiveness. The headteacher / head of school ensures the health, safety and welfare of all pupils. As designated safeguarding lead or working in direct alignment with the DSL, the headteacher supports staff by setting behavioural standards and enforcing this policy.

It is the responsibility of the headteacher / head of school to ensure that behaviour training is delivered to all staff at least termly and maintains records of all reported serious incidents of misbehaviour.

The headteacher / head of school holds sole statutory authority to issue suspensions or permanent exclusions in accordance with the DfE statutory guidance *Suspension and Permanent Exclusion*. These actions are taken following notification to the Chair of Governors and Trustees in accordance with statutory procedures.

The role of parents and carers

Our schools believe that with strong parental support, pupils demonstrate readiness for learning and instill core values to become valued members of society. Parents/carers are expected to work in partnership with the school to embed consistent expectations between home and school.

We expect parents/carers to read and sign the home-school agreement and review the behaviour policy available on the academy website. Where the school applies sanctions under this policy, we expect parents/carers to support the school's reasoning in the best interest of their child and the wider school community.

The role of the local governing board and trustees

The local governing board and trust board hold statutory responsibility under the Education Act 2002 for ensuring policies are set down to promote good behaviour and discipline, and for monitoring their effectiveness. Governors and trustees ensure compliance with statutory duties relating to SEND, the Equality Act 2010, and exclusion review panels.

4.0 Academy Culture, Values & Expectations

At Inspire Partnership Multi-Academy Trust, all staff and pupils live by our core trust values:

Support, Collaboration, Excellence & Innovation

We teach and embed each core value into our children's daily choices and weave them into our curriculum so they become innate within every child and adult in the academy. Strong behavioural practices form a prerequisite for high-quality learning.

Pupils demonstrate these values through their Pocket Principles:

- Excellent Walking: Moving calmly, quietly and safely on the left through corridors.
- Excellent Listening: Showing focus through active body language (eyes on speaker, hands still).
- Excellent Manners: Showing gratitude, saying "please" and "thank you," and opening doors for others.

Behaviour Expectations of Pupils

We expect our pupils to:

- Arrive at school on time, ready and fully equipped to learn.
- Show gratitude, kindness and empathy towards everyone.
- Take responsibility for their own learning, belongings and actions.
- Complete all tasks to the best of their ability.
- Take ownership of their own safety and the safety of others.
- Show respect to all adults and children in school, adhering to instructions immediately.

5.0 Rewarding positive behaviour

Positive behaviour is acknowledged and rewarded across three distinct levels:

- Dojo
- Certificates in celebration assemblies
- Messages home to parents

When pupils begin to disengage, staff swiftly use pre-emptive, restorative reminders using inclusive pronouns to highlight our collective culture (*"At our school, we are one team and we have the same expectations for everybody"*):

- Non-verbal: Hand signals, eye contact,or neutral facial expressions.
- Unnamed Redirection: *"I can see that most of us are ready to learn; we are just waiting for 100% of us to be ready. We need one person... Now we are all ready to learn."*
- Named Redirection: *"David, this is your reminder. You know the expectation in our classroom and I know you can achieve this."*
- Positive Acknowledgement: Once compliant, staff discreetly validate the correction: *"David, I'm delighted with the effort you are showing now—let's keep enjoying our learning together."*

6.0 Consequences for unacceptable behaviour

Where pupils do not meet expectations following non-verbal and unnamed signals, staff apply a clear, graduated system of consequences (R1 to R5). Staff ensure positive re-engagement following a sanction to encourage a fresh start and prevent escalation.

R1	Reminder	This could be a silent signal or verbal reminder.
R2	Redirection	A short conversation between the staff member and the pupils to redirect behaviour choice.
R3	Reflection	This reflective conversation should be solution-focused - see scripting guidance for this. A telephone call from the class teacher will be made to discuss the reason for going onto R3. This must be recorded on CPOMS.
R4	Reset	Pupil to be removed from the classroom to a safe space. Face to face meeting to be held with parents. This must be recorded on CPOMS. Learning mentor/ inclusion mentor/ behaviour officer and / or SLT to be present.
R5	Report card	Pupil removal on two more occasions within a half term. There must be a timescale set for improvement of behaviour. This must be recorded on CPOMS and the document uploaded.

Red cards & Reset:

- Red Card: Issued instantly for unacceptable behaviours (e.g., foul/discriminatory language, overt disrespect, ill-treatment of equipment, or deliberate physical harm). Where a red card is issued, the staff member / class teacher must ensure that parents/carers are notified on the day.
- Internal suspension: Issued if a pupil fails to show expected behaviour following a red card. The pupil works outside the classroom under the supervision of the Attendance and Behaviour Officer or Learning Mentor, a report card is initiated if this is a recurring incident and parents are notified immediately.

Repeated Misbehaviour Protocol

1. Report card: The pupil meets with the learning mentor or behaviour officer daily for an initial two-week period.
2. Behaviour review meetings: Parents/carers attend formal progress meetings with the key stage leader and learning mentor or behaviour officer.
3. Formal SLT review & suspensions: Continued failure to improve results in a formal review with senior leadership. Severe or persistent breaches may result in internal suspension, fixed-term suspension, or permanent exclusion in strict accordance with DfE statutory procedures, alongside external agency referrals.

There are times where a pupil may breach the behaviour policy which could result in immediate internal / fixed term suspension and a formal behaviour meeting. Examples include (but are not limited to):

- Sustained bullying / victimisation (several times on purpose)
- Violent or dangerous conduct affecting staff, members of the public or other learners
- Sustained disruption to learning or wilful damage to property
- Drug / alcohol incidents
- Targeted discriminatory behaviour

Such matters will be dealt with using the bullying prevention and suspension policy.

Fixed term suspensions and permanent exclusions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary to ensure the safety of children and staff and to ensure that pupils are able to learn without fear or disruption. The school has therefore adopted the DfE statutory guidance, *Suspension and Permanent Exclusion.*

We comply with our statutory duties under the Equality Act 2010 and Children and Families Act 2014, taking into account any Special Educational Needs or Disabilities (SEND) or safeguarding needs prior to any disciplinary decision. We adhere to statutory requirements regarding:

- Full-time educational provision arranged by the academy from **Day 6** of any suspension.
- The legal duty of parents/carers to ensure their child is not present in a public place during school hours during the first 5 days of a suspension.

- The offering of a reintegration strategy and meeting upon the pupil's return.
- Taking reasonable steps to seek and consider the pupil's views before a final decision is made.

Only the Headteacher / head of school holds the authority to suspend or permanently exclude a pupil. A child may be suspended for one or more fixed periods up to a maximum of 45 school days in any single academic year. A permanent exclusion is used only as a last resort in response to a serious breach or persistent breaches of the behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The law does not allow for a suspension to be directly converted into a permanent exclusion; however, if new evidence emerges during a suspension, the headteacher may issue a subsequent suspension or a permanent exclusion to take effect immediately after the original suspension ends.

If the Headteacher / head of school is off-site, a member of the senior leadership team must contact them to discuss the scenario before a decision is taken. When a child is suspended or permanently excluded, the headteacher notifies the parents/carers immediately in writing, providing full reasons, details on provision, and instructions on how to make representations or appeal to the governing board.

The Headteacher notifies the Local Authority and the governing board of all suspensions and permanent exclusions. The local governing board cannot issue an exclusion or extend a suspension. A designated committee considers representations and exclusion reviews on behalf of the governors. The panel considers the circumstances, representations from parents/carers and the LA, and determines whether to uphold the decision or direct the reinstatement of the pupil. If reinstatement is ordered, the Headteacher must comply with the ruling.

Classroom removal, searching, and reasonable force

In alignment with DfE statutory guidance:

- Removal from Class: Removal is used strictly as a proportionate sanction for severe disruption or safety concerns (R4). Removed pupils are maintained in a safe, supervised academic environment, provided with work and re-integrated as quickly as appropriate.
- Searching, Screening and Confiscation: Headteachers and authorised staff have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a

prohibited item (e.g., weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, pornographic images, or items likely to cause injury or damage). Confiscations are handled under statutory DfE rules.

- Use of Reasonable Force: Staff have a statutory power under Section 93 of the Education and Inspections Act 2006 to use reasonable force to prevent pupils from hurting themselves or others, damaging property, or causing severe disorder. Force is never used as a punishment.

Support Mechanisms for Pupils

To support pupils whose behaviour falls short of standards, the school provides:

1. Restorative debrief conversations with class teachers.
2. Classroom seating plan reviews to minimise peer distractions.
3. Pastoral mentoring and self-regulation intervention programmes.
4. Referrals to external support agencies (e.g., CAMHS, Educational Psychology, Early Help).

Behaviour Outside School Grounds

Under Section 91 of the Education and Inspections Act 2006, the academy holds the statutory authority to regulate and sanction pupils for misbehaviour off school grounds where the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform or otherwise identifiable as a pupil of the school.
- Using digital devices in breach of online safety or bullying policies.

Sanctions also apply to any off-site conduct that impacts the orderly running of the school, poses a threat to others, or damages the academy's reputation.

7.0 Inclusion, Safeguarding & Equalities

Adverse Childhood Experiences (ACEs) including abuse, neglect, domestic violence, or family breakdown subject children to sustained neurological stress. In this heightened state, rational processing is impaired.

In conjunction with our Inclusion Policy and statutory guidance (*KCSIE* and *Working Together to Safeguard Children*), all staff are trained by the designated safeguarding team to identify pupils experiencing trauma. Behavioural interventions for these pupils are managed empathetically, combining clear boundaries with structured pastoral support.

Special Educational Needs & Disabilities (SEND)

In accordance with the SEND Code of Practice (2015) and the Equality Act 2010, staff work alongside the SENCo to establish individual support plans (*Assess, Plan, Do, Review*). Where a pupil demonstrates emotional, behavioural, or mental health needs, reasonable adjustments are made. However, high expectations for safety and dignity remain universal.

Protected Characteristics & Anti-Discrimination

Under the Equality Act 2010, discrimination based on the nine protected characteristics (*Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy/Maternity, Race, Religion/Belief, Sex, Sexual Orientation*) is strictly prohibited.

Discriminatory remarks, hate speech, harassment, sexual violence, or peer-on-peer bullying are treated as severe breaches of this policy. All incidents are investigated by the senior leadership team, recorded on CPOMS, reported to the local governing board and local authority, and met with swift formal sanctions alongside mandatory educational interventions.



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