



Diocese of Norwich
St Benet's
Multi Academy Trust



With friendship, trust and kindness, we fly!



Behaviour Policy

Policy Type:	Academy Policy
Date Issued by Federation Academies:	March 2026
Approved By:	Local Governance Committee
Approval Date:	March 2026
Review Date:	March 2027
Person Responsible:	Executive Head

1. Aims

We want every member of our federation to feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The schools' behaviour policy is therefore designed to support the way in which all members of each school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our Federation vision of 'With friendship, trust and kindness we fly!' underpins our policy. Pupils develop friendship skills, including recognising what makes a good friend. Members of the whole school community trust each other to follow our behaviour policy and support individuals when things aren't going well. We recognise that an effective behaviour policy is kind to everyone as it makes us feel safe.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our school specific systems of **rewards and consequences**

2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for reviewing and approving the behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

3.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board.

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

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

3.4 Parents

Parents are expected to:

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

4. Positive Behaviour Management

Annually, each class reviews together a set of class rules. The key to this is giving pupils 'ownership'. These focus on keeping each other safe and allowing all pupils to learn.

The class rules are displayed in each classroom and are used to support pupils with their understanding of the behaviour policy.

5. Unacceptable behaviour

This includes:

- Disruption in lessons and at break and lunchtimes
- Repeated breaches of the class rules
- Being physically abusive towards pupils or staff
- Being verbally abusive towards pupils or staff
- Damage to property

- Demonstrating threatening behaviour
- Bullying

6. Bullying and Racial Harassment

Incidents of racism, sexism and bullying are always unacceptable. The school sets out in its Anti-bullying and Racial Equality and Equal Opportunities policies how these incidents are will be dealt with in line with local and national guidelines. Incidents of racism must be reported to the governing body.

7. Rewards and Consequences

We expect all pupils to follow our behaviour policy and therefore reward for the 'above and beyond'. Similarly, consequences are given for when children do not follow the behaviour policy.

We recognise that each of our schools in our Federation family is different, including the age range of pupils. Therefore, we have school specific plans for rewards and consequences which are reviewed annually as part of the preparations for a new school year.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their classroom rules
- Develop a positive relationship with pupils.

8.2 Positive Handling

Staff may on very rare occasions need to physically intervene in order to restrain a child. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. All staff are aware of and act on the Department for Education advice in the use of reasonable force in order to ensure the safety of children and staff.

8.3 Pupil support

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Searching, Screening and Confiscation

The DFE have created guidelines on screening, searching and confiscation powers a school has which can be read [here](#).

10. Exclusions

In the case of extreme behaviours referred to the Executive Head teacher, appropriate sanctions in this instance could involve internal exclusion or if necessary the exclusion of a pupil for a fixed number of days (suspension) in accordance with DCSF guidelines.

11. Training

As part of their induction process, all new staff are trained in the school specific behaviour procedures.

Step On training is planned as part of a cycle of training that staff access bi-annually.

12. Behaviour Systems

In the Swallowtail Federation we all follow three simple, easy to remember rules - **Ready, Respectful and Safe**.

These rules apply throughout the school day, both in and out of the classroom.

The rules are shared with each class at the beginning of the school year and regularly revisited through class discussions and collective worship. Children are reminded what each of the rules looks like “in action” and the rules as displayed in classrooms and around the school.

Rewards

As stated in our behaviour policy we reward pupils for ‘the above and beyond’. In the Swallowtail Federation rewards take the form of:

Praise from an adult

Stickers/mini-certificate recognising ‘above and beyond’ in the 5 Rs (Responsibility, Reasoning, Resilience, Resourcefulness, Reflective)

A Golden Book/Superstar certificate presented in Friday family worship.

A conversation or phone call with a parent

House points

Consequences

If pupils do not follow the behaviour policy, there will be a consequence. Consequences will be dependent on the unacceptable behaviour, however, we recognise a consistent approach is needed across the school to make this effective:

1. Missed Learning

- Where children miss learning due to behaviour, the class teacher will plan where this learning will be caught up, this may be during break/playtime or sent home.
- Where beneficial to a child's behaviour changing, use the restoration [picture guide](#).

2. Disrespect

- Where children are disrespectful, speak privately to the child explaining/modelling how people should be spoken to and why what was said was disrespectful.
- If behaviour continues, missed playtime/lunchtime to be put in place.
- Where beneficial to a child's behaviour changing, use the restoration [picture guide](#).

3. Disruption in lessons and at break and lunchtimes

Staff will follow the following steps:

Reminder from an adult about the behaviour they should be displaying. This should be private whenever possible.

A caution delivered privately making the child aware of their behaviour and outlining the consequence if they continue.

Speak privately to the child, giving them a final opportunity to engage. Use a mini-script, remind them of when they have displayed positive behaviour in the recent past with an example. Move the child to another part of the room or playground, away from other children, for a couple of minutes to re-set.

Where disruption is ongoing and interventions above have not had impact, an internal exclusion (see guidance) will be issued followed by a meeting/phone call to parents.

4. Being physically abusive towards pupils or staff; being verbally abusive towards pupils or staff or demonstrating threatening behaviour towards pupils or staff.

- An internal exclusion (see guidance) will be issued followed by a meeting/phone call to parents.

5. Deliberate damage to property

- An internal exclusion (see guidance) will be issued followed by a meeting/phone call to parents. Depending on the damage, the pupil may be asked to fix the item/s or a member of SLT may request the parent pay for the damage.

Internal Exclusions

These will be issued as stated above. The time and length will be determined considering the following:

- The age of the child.
- Whether the child has additional needs.
- What the internal exclusion links to i.e. if lunchtime behaviour an internal exclusion would be best issued at lunchtime.

[An internal exclusion reflection sheet](#) will be completed with a [picture guide](#) to support where it better suits the child's ability. This sheet will be scanned and recorded as a behaviour incident on CPOMs.

All internal exclusions will be reported to parents.

Parent led internal exclusion

If a child does not comply with an internal exclusion, but remains safe in school, the exclusion would need to happen with parents at the end of the school day on site completing [parent led internal](#)

[exclusion reflection sheet](#). The same would apply where an incident happened in the afternoon and a suitable time for an internal exclusion could not take place. This sheet will be scanned and recorded as a behaviour incident on CPOMs.

Suspensions/Permanent Exclusions

A suspension may be issued by the Executive Head/ Federation Deputy in accordance with [DCSF guidelines](#). A suspension/permanent exclusion will be issued where pupil behaviour cannot be amended or remedied by pastoral processes, or consequences within the school. Where pupil specific risk assessments and behaviour plans have not been followed, a suspension/permanent exclusion may not be issued.