



Behaviour for Learning Policy

Approved by:	Trust Board
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Policy Source:	The Key Model Policy
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Contents

1. Aims.....	3
2. How is this applied in practice?	12
3. Logical consequences of minor incidents	5
4. Serious breaches	6
5. Bullying and Child on Child Abuse	6
6. Roles and responsibilities	Error! Bookmark not defined.
7. Mobile phones.....	9
8. Safeguarding	9
9. Reasonable force.....	9
10. Searching, screening and confiscation.....	9
11. Off site and online safety.....	9
12. Sexual Harassment and sexual violence.....	Error! Bookmark not defined.
13. Malicious allegations	Error! Bookmark not defined.
14. Inclusion.....	12
15. Monitoring and evaluation school behaviour.....	11
16. Monitoring this police.....	11
17. Links with other policies.....	11
18. Legislation, statutory requirements and statutory guidance.....	11
Appendix 1: written statement of behaviour principles.....	143
Appendix 2: strategies to recognise positive behaviour.....	14

1. Aims

The happiness and wellbeing of our pupils underpins everything we do. We understand that when pupils feel happy, safe, heard and respected, they develop as individuals and make better progress in their learning. The aim of this policy is to outline the Great Learners Trust's unified approach to behaviour management. Within this policy we outline the principles, expectations, and strategies used across all schools to promote consistency and fairness in managing behaviour. All school staff, parents and carers and pupils are expected to maintain the highest standards of positive behaviour, to accept responsibility for their conduct and encourage others to do the same. When we work together to do this, everyone can achieve excellence, love learning, create and innovate, and feel they belong at school.

Based on the Paul Dix principles, the approach outlined within this policy aims to:

- Provide a safe, calm and caring environment for optimal learning to take place
- Teach positive behaviour, self-regulation, self-discipline and personal development
- Ensure all learners are treated fairly, shown respect and promote good relationships
- Provide clear guidance for children, staff, parents and carers of expected behaviour
- Help learners take control over their behaviour and be responsible for the consequences of it
- Use restorative approaches to follow up constructively on behaviour which falls short of our expectations
- Build a community which values kindness, care and empathy for others
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

To achieve these aims, we expect all members of our school community to be: *Ready, Respectful and Safe*.

Ready:

Staff will be present and available for children, colleagues and the wider community and will act decisively and supportively. Pupils will be ready to learn and supportive of their peers. Parents will be ready to engage with the school.

Respectful:

All adults (staff, parents, governors) in the school community will model, throughout all interactions, considerate, professional and respectful behaviours. Pupils will be respectful to peers and adults, through the way they communicate, work and play.

Safe:

All adults (staff, parents, governors) and pupils will ensure a safe school community by developing and maintaining positive relationships and behaving in a way that promotes a safe environment for all.

2. How is this applied in practice?

Meet and Greet

- All children will be greeted each morning with a smile, to reinforce expectations and set the tone of the day.

Deliver Routines Relentlessly

- Teach routines explicitly (lining up, transitions, attention signals). Practise routines often and re-teach when necessary. Praise those who follow them – the approach is based on recognition, rather than rewards. Please see appendix 2.

Use Positive Recognition

- Narrate the positive: "Thank you for..." or "I noticed...". Use non-verbal cues: thumbs-up, nods, smile. Use whole-class praise sparingly and meaningfully celebrate behaviour aligned with school values.

Manage Behaviour with the 'Stepped Sanctions' Approach for Low Level Behaviour Incidents

- Use the least intrusive intervention first. Follow this stepped response:

	Steps	Action	Script
1.	Redirection (Drive-Bys)	Gentle encouragement, a 'nudge' in the right direction, small action of kindness. Non-verbal cues, adjust seating plan, acknowledgement.	
2.	Reminder	A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. Repeat reminders if necessary. The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing.	
3.	Caution	Calm assertive intervention, clear verbal warning, clarify choices.	
4.	Last Chance Verbal caution	A clear verbal caution will be delivered to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. State the behaviour that was observed and which rule/expectation/routine it contravenes. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the learner, allow the learner time to decide what to do next. If there are comments, as you walk away write them down and follow up later. Resist discussion around behaviour and spend energy returning learners to their learning. USE SCRIPT	Gentle approach, personal, non-threatening, side on, eye level or lower. I've noticed that... You know the school rules: ready, respectful, safe. Can you remember when... and how that made you feel? I expect you to... Thank you for listening.
5.	Time Out Use Sand Timer	Five minutes maximum - reset expectations, allow time to calm down. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.	Children may take this in a place of calm if the distance and walk will have an impact or if they choose to do so. This is your opportunity to turn your behaviour around and make a positive choice. I expect you to... Thank you for listening.
6.	Visit to a place of calm	Pupils to visit a place of calm with a member of the pastoral team or SLT. They will receive time and space away from the classroom, coaching and mentoring from a member of staff and time to reflect before returning to class.	

	Steps	Action	Script
7.	Restorative Conversation	Focus on the learning, repair trust with the learner. Six restorative questions. Staff will take responsibility for leading reparation meetings, Middle/Senior Leaders will support as requested.	1) What has happened? 2) What were you thinking at the time? 3) Who has been affected by the actions? 4) How have they been affected? 5) What needs to be done to make things right? 6) How can we do things differently in the future? End the meeting by reaffirming your commitment to building a trusting relationship.

3. Logical consequences for minor incidents

In line with Paul Dix's relational and restorative approach, we use logical consequences to guide pupils towards taking responsibility for their behaviour in a supportive and respectful way. Logical consequences are carefully considered responses that are directly related to the behaviour. They are delivered calmly, consistently and with the intention of helping the pupil reflect, repair, and re-engage.

For example:

- If a pupil refuses to follow an instruction, they may be asked to revisit the expectation and complete the missed task during a break or after the lesson
- If a pupil speaks unkindly to a peer, they will be supported to have a restorative conversation to understand the impact and rebuild the relationship
- If a pupil damages school equipment, they may help fix or replace the item, or tidy up the affected area
- If learning is disrupted, the pupil may be asked to complete their work in a quieter setting or during their own time, so they learn they are still accountable for their learning

Consequences are always explained clearly, allowing pupils to understand the link between their actions and the outcome. Similarly, the consequence should be proportionate to the incident – the more serious the incident, the more serious the consequence. The below is a guide to appropriate consequences, however, **with every incident, the Headteacher reserves the right to offer a more severe consequence to any of these behaviours if deemed appropriate.**

Example behaviours include, but are not limited to:		
Not following instructions respect	Talking at inappropriate times	Not participating in class or a group when asked
Distracting others	Play fighting	Running or shouting in corridors
As a guide, but may vary depending on the incident:		

5-10 minutes of break or lunch to discuss behaviour choices Restorative conversation Record on CPOMS
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Example behaviours include, but are not limited to:		
Deliberate unkindness	Disrespect towards property	Refusal to work
Pushing / pulling / grabbing	Swearing or rude gestures	Lying intently
As a guide, but may vary depending on the incident: 15-30 minutes of break or lunch to discuss behaviour choices Restorative conversation Phone call home Record on CPOMS		

Example behaviours include, but are not limited to:		
Homophobic or racist behaviour	Damaging property (high level / purposeful)	Sexualised language or touching
Causing deliberate physical harm	Cyberbullying	Bullying
As a guide, but may vary depending on the incident: Restorative conversation Phone call home Record on CPOMS Potential internal or external exclusion at the discretion of the Headteacher Exclusion to be followed by a Reintegration Meeting that parents must attend		

4. Serious Breaches

A serious breach is an incident that may lead to a fixed term exclusion. For more serious behaviour, such as but not exclusive to, spitting, racism, bullying, homophobia, causing deliberate physical harm, cyberbullying or damaging school property, the adult dealing with the situation will use their professional judgement over the best course of action ensuring the safety of children and staff first. The Headteacher has discretion about what constitutes a serious breach of behaviour and the next steps taken. A restorative discussion will also form part of the process.

The school can use suspension and permanent exclusion in response to stand alone serious incidents or in response to persistent behaviour choices, which have not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort. If a report to the police is made, the Headteacher will report the incident and the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate. Please refer to our **suspensions and permanent exclusions policy** for more information.

5. Bullying and Child on Child Abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking, sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

If bullying takes place, we will:

- Take all bullying allegations seriously
- Deal with each incident individually and address the needs of each pupil separately
- Investigate all incidents promptly and thoroughly
- Obtain witness information
- Keep a written record of the incident and outcomes
- Inform parents of both parties about the incident
- Ensure that action is taken to prevent further incidents. Such action may include:
 - o Imposition of sanctions (see steps above)
 - o Obtaining an apology
 - o Assemblies to reaffirm the school values, school rules and expectations

- o Provide support for both parties
- o Opportunities for restoration of justice

5.1 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

6. Roles and responsibilities

6.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy’s effectiveness and holding each local governing body to account for its implementation.

6.2 The Local Governing Board

The local governing board of each school is responsible for overseeing the implementation of this behaviour policy in its school.

6.3 The Headteacher

The Headteacher is responsible for:

- Ensuring the school environment encourages positive behaviour
- Ensuring staff deal effectively with behaviour, creating a safe environment for all.
- Ensuring all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school’s behavioural culture
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it
- Ensuring this policy works alongside the safeguarding policy
- Ensuring behaviour logs are reviewed regularly, to ensure no groups of pupils are being disproportionately impacted.
- Reviewing and approving this behaviour policy

6.4 Staff will:

- Meet and greet pupils every day with a smile
- Refer to ‘Ready, Respectful, Safe’
- Model positive behaviours and build relationships
- Be relentlessly bothered
- Plan or support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson
- Recognise over and above
- Give first attention to best conduct
- Be calm, consistent, fair and give ‘take up time’ when going through the steps. Prevent before sanctions

- Follow up with pupils, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not modelling the expected behaviour

6.5 Parents / Carers will:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following poor behaviour choices (for example: attending reviews of specific behaviour interventions)
- Agree to support the school with behaviour and raise any concerns about the management of the behaviour with the school directly.
- Take part in the life of the school and its culture

6.6 Pupils will:

Follow the rules of Ready, Respectful and Safe:

- Be kind, respectful and tolerant to everyone, both in person and online
- Be engaged in learning and participating actively in lessons
- Challenge themselves within learning
- Support others and working collaboratively
- Understand that they have ownership over their own behaviour choices
- Be curious about the world they live in so they are resilient and not afraid of risk
- Ask for help when unsure.
- Model the school values when travelling to and from school and on school trips.

7. Mobile phones

Please refer to separate **GLT Mobile Phone Policy**.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our **child protection and safeguarding policy** for more information.

9. Restrictive interventions, including the use of reasonable force

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please refer to our Restrictive Intervention, including use of reasonable force Policy for more detail, including Seclusion and reporting.

10. Searching, screening and confiscation

Please refer to our separate school **Searching, Screening and Confiscation Policy**.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11. Off site and online safety

Ready, Respectful and Safe apply to children's behaviour on and off site. Pupils are expected to remain respectful when communicating online. The school can intervene and apply behaviour sanctions (as per the above steps) to pupils for online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

However, parents have responsibility for their own child/children's online behaviour when not in school – particularly when communicating using mobile phones and online. Parents are responsible for taking action and giving consequences to their child if a behaviour incident occurs outside of school in these areas.

Please refer to our separate online safety policy for more information.

12. Zero tolerance to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our **child protection and safeguarding policy** for more information.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be in line with our child protection and safeguarding policy.

Please refer to our child protection and safeguarding policy on our school website for more information.

13. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider which steps to follow with the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider which steps to follow with the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of additional support. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our **child protection and safeguarding policy** for more information on responding to allegations of abuse against staff or other pupils.

14. Inclusion

Some children come to our school with special educational needs, which may incorporate behavioural challenges. We have a responsibility towards these children to understand them, and with appropriate support, to target our resources to meet their needs. It is very true that 'all behaviour is a means of communication' and the responsibility is for adults to understand what it is children are trying to communicate to us by their behaviour. Where particular support is required, they should receive coaching, mentoring and/or support. Following this, an Individual Behaviour Plan may be drawn up with the support of the pastoral team, parents and external agencies (e.g. Pupil Referral Unit or Educational Psychologist) to ensure that these children can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary, risk assessments for individuals or groups of pupils are used to support staff in keeping children safe. Multi-agency assessment will be sought quickly for pupils who display continuous challenging behaviour.

The expectations of Ready, Respectful and Safe apply to all children. When dealing with behaviour from pupils with SEND, the school will balance their legal duties when making decisions about enforcing the behaviour policy and making reasonable adjustments. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

15. Monitoring and evaluating school behaviour

The school will keep accurate records of behaviour. They will collect data on the following:

- Behavioural incidents and any patterns of behaviour
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. The Trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

16. Monitoring this policy

This behaviour for learning policy will be reviewed by the trust central team annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, any major updates will be presented to trustees for formal approval. Minor updates will be managed centrally. Any locally adapted elements of the policy will be approved by the Local Governing Board.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Child protection and safeguarding policy
- Physical Intervention policy
- Mobile phone policy
- Online Safety policy

18. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion guidance](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
 - [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
 - [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the local governing board annually.

Appendix 2:

At our school, we use a range of strategies to recognise positive behaviour by prioritising **intrinsic motivation**. These include:

- Certificates in weekly celebration assemblies.
- Milkshakes at a weekly Celebration Café with a member of the senior leadership team.
- Headteacher stickers.
- Positive post-cards and positive phone calls home.