

TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Name of school: All Faiths Children's Academy

Date of policy 3rd September 2024

Date of review: March 2026

Date of next review: September 2026

At All Faiths Children's Academy, we have the highest expectations for the conduct and behaviour of our pupils. Our school is a positive and safe environment where everyone is treated respectfully. We want every member of our school community to "Be their Best Selves" and to be able to thrive academically and socially, developing a strong sense of right and wrong whilst being able to show compassion for others when appropriate. Learning is our core business and therefore disruption in lessons is not tolerated and proportionate action is taken when needed. Pupils are taught how to be successful in all aspect of school life, including behaviour and conduct.

The purpose of this policy is to:

- Encourage good behaviour and respect for others
Promote our school values of respect, kindness, responsibility, inclusion, aspiration and resilience.
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils

This policy is available on our website and is shared with parents at the start of each academic year or when their pupil joins the school.

The behaviour non-negotiables and stepped approach will be printed on a double sided A4 page and will be handed out every year in September to children. New arrivals will also receive a copy. These will also be laminated and displayed in all rooms used by children and on the playground and in halls. It will also be referred to when a consequence is given. Assemblies and 'Be your best self journals' will also be used to reinforce these expectations.

School systems

At All Faiths Children's Academy we have clear rules that are clearly displayed around the school and are referred to frequently. The children are taught what each rule means, why it is in place and how it may apply in a range of contexts across the school and how they may be enforced in some situations for behaviour away from school (see section relating to this).

Our school rules are based on our values:

Respect: We listen and follow instructions to show care for adults, peers and our things.

Resilience: We show resilience in all aspects of our day.

Inclusion: We ensure everyone is a part of our plans.

Aspirational: We aspire to be the best we can be no matter the task.

Responsibility: We are responsible for our learning and environment.

Kindness: We show kindness to all things.

Before School	In Assembly	In my lessons	In my book
<ul style="list-style-type: none"> - I arrive on time - I place my things neatly on the pegs - I arrive calmly into the room - I start my learning tasks - I wear my correct uniform 	<ul style="list-style-type: none"> -I lead in silence -I cross my legs and sit on my bottom -I listen to the information from the adults -I put my hand up to share -I clap nicely to congratulate others -I follow my teacher in silence 	<ul style="list-style-type: none"> - I get my things quickly to learn with - I listen to all adults - I sit properly at the table - I respect my peers and our things - I talk at the right times - I share my ideas and feelings respectfully - I always try my best 	<ul style="list-style-type: none"> - I work as neatly as I can - I do not doodle or scribble - I always stick my work in neatly - I choose my best handwriting - I complete my work when I am asked
At playtimes	In the lunch hall	In the corridors	After school
<ul style="list-style-type: none"> -I go to the toilet -I eat my snack and put rubbish in the bin -I include all who want to play -I have kind hands, feet and words -I look after the equipment -I listen to the adults -I come back into class calmly and quietly 	<ul style="list-style-type: none"> -I eat with my knife and fork - I eat with my mouth closed -I sit properly on my seat -I ask permission to leave -I show manners to the adults in the hall -I listen to the adults 	<ul style="list-style-type: none"> - We walk quietly or silently if leading in class line -We hold doors for others -We stay on the left if people are passing -We put things back where they belong in the library -We respect the displays and things in the corridors 	<ul style="list-style-type: none"> -I take home my reading books and homework -I let my class adults know I can see my home adults -I do not use phones, bikes or scooters on the playground -I walk home respectful of people and traffic - I leave the school immediately if I walk home

In addition to our school rules, we use our behaviour curriculum to set clear routines and expectations for the behaviour of pupils, so that everyone is clear on what successful behaviour looks like. Our behaviour curriculum, also sets expectations for all parties across all aspects of school life, not just in the classroom. For example, children will be taught our expectations for moving around the building, entering classrooms, conduct in assemblies, conduct at lunchtime (whilst eating and transitions). This list is not exhaustive.

Our behaviour expectations are revisited at the start of every academic year for all children in their 'Be Your Best Self' journals.

Positive recognition and rewards

We use a range of positive rewards to demonstrate pride in success. This can include offering team points for actions such as:

- Holding doors open
- High scores/significant improvements in spelling and arithmetic tests
- Reading daily
- Small acts of kindness
- Politeness

We also move pegs up to 'Great Work' and again to 'Superstar' for examples of behaviour that show great examples of following our rules and values:

- Showing resilience
- High levels of manners or kindness
- Exemplary work
- Great teamwork
- Exceptional effort

For children who consistently show outstanding behaviour, teachers are encouraged to reward these children with a postcard which is sent home at the end of the week. These postcards highlight the effort the children have made in being role models here at All Faiths.

Responses to behaviour

We positively reinforce the behaviour that we expect as this prepares pupils for their learning and contributes to our school being a safe and calm place. Sometimes a pupil's behaviour will be unacceptable, and they will be supported to understand that there are consequences for their behaviour and that a reasonable and proportionate sanction will be used.

Stepped approach:

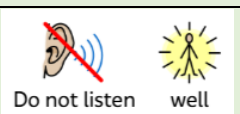











Our stepped approach outlines various behaviours, that increase in severity, and their coinciding consequences. The below list is not exhaustive.

Step 1			
If I ...	The teacher will...	If I continue, I may also expect:	
Do not listen well	Remind me of our school rules and our expectations	To move my peg down to warning OR I will move seats OR I will lose my items OR Sit on the wall for 5 minutes	
Do not show manners to others			
Do not look after the classroom/equipment			
Do not complete my work as best I can			
Waste time			
Do not show kindness			
Have things I should not in class			
Step 2			
If I ...	The teacher will...	I may also expect:	I may also:
Continue Level 1 behaviours	Remind me of our school rules and our expectations Move my peg down to consequence	I will lose time from my break (completing any missed work) OR I will be sent to another class to work OR Sit on the wall for 10 minutes	Have my parents contacted Need to speak with my adults about my choices
Am deliberately rude/disrespectful			
Continuously disrupt			
Tell lies			
Do not follow instructions			
Refuse to take responsibility			
Use unkind hands and feet			
Step 3			
If I ...	The teacher will...	I will expect to:	I may also:
Continue level 1 and 2 behaviours	Contact a member of SLT Ask me to leave the classroom for longer Create a log of my behaviour Ask me to resolve the issue with an apology	Lose some of my break to resolve the issues Have my parents contacted Speak to SLT Clear up any mess I have made Remove me from the playground to a member of SLT for 20-30 minutes	Need a meeting with my parents and SLT Have personal rules and rotas set
Show physical abuse to others			
Deliberately vandalise			
Deliberately swearing			
Deliberate verbal abuse including racism, sexism and offensive language			
Theft (low value)			
Step 4			
If I ...	The teacher will...	I will expect to:	I may also:
Repeat step 3 behaviours	Remove my break times outside Remove me from my class setting on an internal or external exclusion Expect me to fill in a cause and effect map with SLT	Have my behaviour recorded on safeguard Have my parents contacted Have a behaviour plan set in place Be referred to a social skills group or to a specialist for support	Be asked to learn at another school Have the police called
Persistent aggressive outbursts and/or fighting			
Dangerous behaviour where the skin has been punctured			
Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying			
Theft (high value)			


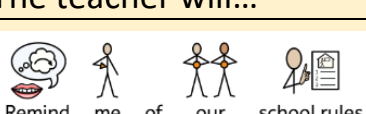
Threatening extreme violence	Remove me from the playground to a member of SLT for 20-30 minutes		
Step 5			
If I ...	The teacher will...	I will expect to:	I may also:
Verbal or physical attack on another pupil leading to severe injury	Fixed Term Exclusion. or Permanent Exclusion.	Have my behaviour recorded on safeguard Have my parents contacted Have a behaviour plan set in place Be referred to a social skills group or to a specialist for support	Be asked to learn at another school for a longer period of time. Have the police called
Physical attack on an adult			
Extreme physical bullying			
Extreme vandalism			
Bringing a weapon into school			
Leaving site without permission			
Racist, homophobic, sexual misconduct or use of other derogatory language			
Bringing illegal substances into school			
Persistent breaches of the behaviour policy			

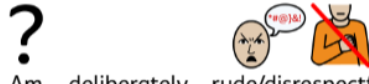

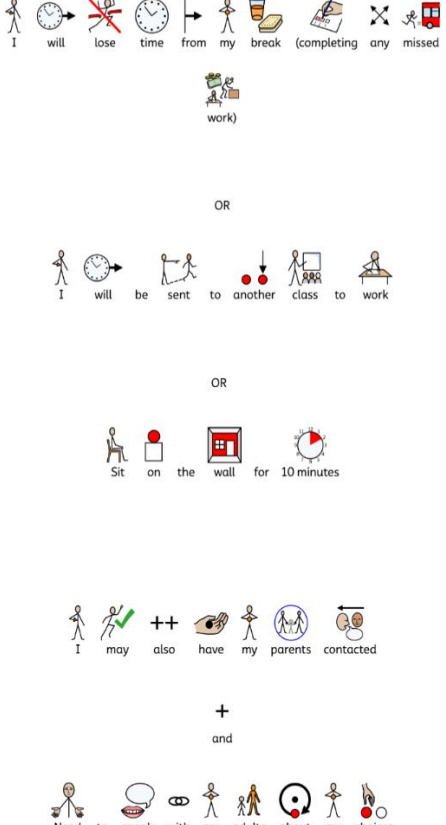

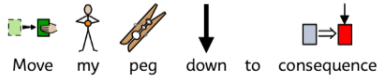




Please apply these with awareness of individual need and circumstances:

Step 1

If I ...	The teacher will...	If I continue, I may also expect:
 Do not listen well	 Remind me of our school rules + and our expectations	 To move my peg down to warning
 Do not show manners to others		OR
 Do not look after the classroom/equipment		 I will move seats
 Do not complete my work as best		OR
 Waste time		 I will lose my items
 Do not show kindness		OR
 Have things I should not in class		 Sit on the wall for 5 minutes

Step 2

If I ...	The teacher will...	I may also expect:
 Continue Level 1 behaviours	 Remind me of our school rules	

 <p>Am deliberately rude/disrespectful</p>	 <p>and our expectations</p>	
 <p>Continuously disrupt</p>	 <p>Move my peg down to consequence</p>	
 <p>Tell lies</p>		
 <p>Do not follow instructions</p>		
 <p>Refuse to take responsibility</p>		
 <p>Use unkind hands and feet</p>		

Serious behaviours

Repeat incidents of serious misbehaviour are likely to incur more serious sanctions, bearing in mind the age of the child and the time that has passed between incidents.

Other consequences that may be applied for serious behaviours

- A longer lunchtime detention this could be in another classroom or in another part of the school.
- Removal from the classroom to spend a limited time out to continue to complete their work.
- A longer internal exclusion in another classroom/area of school – As far as possible, children will be given the same work or similar to the class. All work set will be matched to their needs/ ability and relevant.
- Loss of privileges e.g. missing out on class rewards, whole school events or representing the school at an event
- Cleaning up of any mess that the child may have deliberately made
- Placed on Behaviour Contract for a specified period.
- Internal exclusion at an offsite inclusion facility may be issued, arrangement for this would be discussed with parents.
- Suspension (Fixed term suspensions) (see exclusion policy)
- Permanent suspension (see suspension policy)

Other Consequences and Sanctions

All children are expected to complete the work set for them. If the required amount/quality of work is not completed in lesson time, children will be asked to complete this in break or lunchtimes. Staff will make sure that the time spent doing this is reasonable and proportionate and

that the work was adequately pitched for the pupil. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until the work is completed. They will always be allowed access to the toilet during breaks and lunch if required to stay in and complete work.

We aim to include not suspend. No suspension (fixed term suspension) will be issued without first attempting other strategies or in the case of a serious single incident, a proper investigation.

When a sanction is issued, staff will work with pupils and parents to help them understand how the pupil's behaviour can be improved and whether further support or strategies need to be put in place. We will consider seeking advice from external agencies when appropriate or if difficulties persist.

Electronic Devices

Once on school site, pupils in Year 6 must turn off their mobile phone and give them to either their class teacher or the school office for safe keeping in locked storage. Year 6 pupils are the only age group allowed to bring a phone and should only bring it to school with the consent of their parent and if they travel alone.

Smart watches are only allowed for telling the time. The school has clear expectations for conduct when working on laptops and iPads and breaches of this will result in sanctions in line with this policy.

Behaviour away from school

We are proud of All Faiths Children's Academy and of all the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that there may be occasions where pupils' behaviour away from school, will still have a consequence in school. The school has the right to discipline the pupils in the following circumstances, although the children can only be disciplined when on the school premises:

When the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on the internet, including social media.

Roles and responsibilities

Senior Leadership Team

Senior leaders in the school are responsible for making sure that all staff and pupils understand the expectations for behaviour and the importance of maintaining them. Leaders are also

responsible for ensuring that staff receive relevant training for behaviour management and for understanding the implementation of this policy. This training will include how certain special educational needs, disabilities or mental health may at times affect a pupil's behaviour. Leaders are also responsible for tracking and monitoring behaviour incidents within the school and for ensuring that this information is analysed and that trends and patterns are responded to. This should include the effectiveness of any suspensions and the follow up work that takes place. Leaders are responsible for ensuring that pupil, parent and staff voice is gained at least once a year to see how respondents feel. Leaders should report to governors at least 3 times a year.

Teachers and staff

Staff are expected uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff are expected to complete behaviour records in a timely manner and make relevant staff aware of incidents and/or further support needed. Staff are expected to communicate clearly with parents about behaviour (positive and misbehaviour) or incidents. This should be done in a timely manner.

Pupils

We believe that all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils will be made aware of our rules, behaviour systems and routines are shared frequently with the children through a range of approaches:

- Assemblies
- Classroom and school displays
- Class discussions
- Group and individual intervention/discussion
- PHSE lessons
- A copy of our sanctions and non-negotiable documents

All pupils will be taught that they have a duty to follow the school rules and expectations as their contribution to our school culture.

Parents

The role of parents is crucial in helping us develop and maintain good behaviour. We ask all parents to be familiar with our behaviour policy and to reinforce the expectations at home as appropriate. If a parent is concerned about any aspect of behaviour management within the school, we would ask that they contact us directly about this.

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

At All Faiths Children's Academy, we consistently promote high standards of behaviour to ensure that all pupils can achieve and thrive both in and out of the classroom. We recognise that at times, some pupils may need additional support to achieve the expectations that we have set. We recognise that some behaviours are more likely to be associated with particular types of SEND. We will also consider behaviour in relation to a pupil's SEND but are clear that not every incident of misbehaviour will be connected to a pupil's SEND.

In line with the Equality Act 2010, we will take reasonable steps to avoid any substantial disadvantage to a disabled pupil by the implementation of this policy or our practices in relation to it. In line with the Children and Families Act 2014 we will always use our best endeavours to meet the needs of pupils with SEND.

Where parents are concerned that a SEND is contributing to a pupil's misbehaviour, they should request to speak to the class teacher in the first instance, who will refer them on to the SENDCo if appropriate and/or if difficulties persist.

Charts can include earning stickers per lesson, leading to acceptance on an event/trip or towards a reward. These need to be agreed with parents and used consistently.

Trauma Informed Practice

We are a trauma informed school. This means that staff are trained to understand that traumatic events shape children or young people's neurological development as well as other aspects such as psychological health or social behaviour patterns. As a school we are aware of trauma and its effects and we are committed to supporting pupils who have experienced trauma. We have strong working relationships with a range of agencies and will always explore what support is available both in school and elsewhere.

The use of reasonable force

(See: [Use of reasonable force and other restrictive interventions guidance](#))

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Staff at All Faiths are trained in de-escalation and positively handling a pupil (use of reasonable force) will always be used as a last resort. Although it is not mandatory, some staff are trained in physical intervention and we have a Positive Handling policy.

Any incident where a child has needed to be handled must be recorded on the relevant paperwork and parents must be informed. This should be done as soon as possible after the incident and every record must be seen and signed by the Headteacher.

A positive handling plan must be completed for any child who has needed to be handled and shared with parents. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off.

Unacceptable uses of force: See [Use of reasonable force and other restrictive interventions guidance](#)

The DFE's guidance is clear and we have adopted this approach within our behaviour policy:

"It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position

as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.”

Seclusion:

See [Use of reasonable force and other restrictive interventions guidance](#)

The DfE’s guidance is clear and we have adopted this approach within our behaviour policy:

“Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.”

Any cases of seclusion will be recorded on the relevant paperwork and parents will be informed.

Searching, screening and confiscation

(See: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

The Headteacher and staff they authorise (SLT and designated safeguarding lead) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The conditions for this search are outlined within DfE guidance below and will be implemented consistently, proportionately and fairly. The age and needs of the person being searched will be considered. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Parents would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.

This policy has been written with consideration to the following documents:

Behaviour in schools (Advice for Headteachers and school staff)

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension and permanent exclusion guidance september 23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

Searching, Screening and Confiscation Advice for schools

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfef55c/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfef55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

Use of Reasonable Force in schools.

[Use of reasonable force and other restrictive interventions guidance](#)