

Behaviour Policy

1. Policy Aims & Statement of Behaviour Principles

At Lawnside Academy, we believe that positive behaviour is fundamental to successful learning, wellbeing and personal development. We are committed to creating a calm, safe, inclusive and supportive environment where every pupil feels valued, respected and able to achieve their potential.

Our behaviour approach is informed by:

- Emotion Coaching
- Attachment theory
- Trauma-informed practice
- Restorative approaches
- Team Teach principles

We recognise that behaviour is a form of communication and that children learn best when they feel safe, understood and emotionally regulated. Staff seek to understand the reasons behind behaviour while maintaining clear expectations, firm boundaries and high standards of conduct.

Our Core Principles

Safety and Respect Every member of the school community has the right to feel safe, respected and free from disruption, bullying, discrimination or abuse.

High Expectations and Consistency Behaviour expectations are explicitly taught, consistently applied and reinforced by all staff.

Relationships First Strong, positive relationships provide the foundation for effective behaviour support and successful learning.

Support and Accountability Pupils are supported to understand the impact of their actions, repair harm and develop the skills necessary for self-regulation and responsible decision-making.

Inclusion We recognise that some pupils require additional support and reasonable adjustments in order to meet behaviour expectations successfully.

2. Legislation, Statutory Guidance and Policy Links

This policy is informed by and should be read alongside:

- DfE Behaviour in Schools
- DfE Suspension and Permanent Exclusion Guidance (July 2026)
- DfE Restrictive Interventions, including Use of Reasonable Force, in Schools (2026)
- Keeping Children Safe in Education (KCSIE)
- Searching, Screening and Confiscation Guidance
- Equality Act 2010
- Children and Families Act 2014
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025

Linked Policies

- Safeguarding and Child Protection Policy
 - Anti-Bullying Policy
 - SEND Policy
 - Attendance Policy
 - Suspension and Permanent Exclusion Policy
 - Online Safety Policy
 - Uniform Policy
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3. Roles and Responsibilities

Governing Board

The Governing Board will:

- Approve the Statement of Behaviour Principles.
- Monitor behaviour outcomes and trends.
- Review suspensions, exclusions and restrictive interventions.
- Ensure statutory duties are fulfilled.

Headteacher

The Headteacher will:

- Promote a positive behaviour culture.
- Ensure consistent implementation of the policy.
- Lead behaviour systems and staff training.
- Make decisions regarding suspension and exclusion.
- Monitor behaviour data and evaluate effectiveness.

Staff

Staff will:

- Build positive relationships with pupils.
- Explicitly teach behaviour expectations.
- Apply the policy fairly and consistently.
- Use therapeutic and restorative approaches.
- Record and report behaviour incidents appropriately.
- Engage in ongoing professional development, including Team Teach training.

Pupils

Pupils will:

- Follow the Behaviour Curriculum.
- Demonstrate the school's values.
- Accept responsibility for their choices.
- Work positively with staff to resolve difficulties.

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour expectations.
 - Work in partnership with staff.
 - Engage with support plans and interventions where necessary.
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4. Staff Professional Development

The school is committed to ensuring that all staff are equipped with effective behaviour management strategies.

Training may include:

- Team Teach Positive Behaviour Training
 - Emotion Coaching
 - Trauma-informed approaches
 - Attachment-aware practice
 - Restorative approaches
 - SEND and behaviour support
 - Safeguarding and child protection training
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5. Behaviour Curriculum and Whole-School Expectations

Behaviour is explicitly taught through:

- Daily classroom practice
- Assemblies
- PSHE and Personal Development
- Modelling by adults
- Transition and settling-in programmes
- Consistent routines and expectations

The 3 Rs

Readiness

- Arrive on time.
- Be prepared to learn.
- Follow classroom routines.

Respect

- Use polite language.
- Listen to others.
- Value diversity.
- Care for property and the environment.

Responsibility

- Make safe choices.
- Take ownership of actions.
- Contribute positively to the school community.

6. Transition and Behaviour Teaching

At the beginning of each academic year and at other transition points, pupils will receive explicit teaching of:

- School routines
- Expected behaviours
- Relationships and communication
- Emotional regulation strategies
- Playground and lunch expectations

- Online safety expectations
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7. Encouraging Positive Behaviour: Rewards, Relationships and Recognition

Positive relationships are at the heart of successful behaviour support.

The school seeks to develop intrinsic motivation, emotional resilience, belonging and self-regulation by recognising positive behaviour consistently.

Recognition may include:

- Specific verbal praise
- Positive messages home
- Stickers and House Points
- Super Star Display
- Golden Book recognition
- Headteacher Awards
- Celebration Assemblies
- Golden Time
- Leadership and responsibility opportunities

Staff are encouraged to notice and reinforce effort, kindness, resilience, perseverance, achievement and personal growth.

8. Responding to Misbehaviour: A Therapeutic and Graduated Approach

We understand that behaviour communicates an underlying need. Staff seek to understand the function of behaviour while maintaining clear expectations and boundaries.

Our approach is based on the principle of:

Connection Before Correction.

Emotion Coaching

Staff support pupils by:

- Acknowledging feelings

- Helping children identify emotions
- Setting clear boundaries
- Teaching alternative responses
- Supporting problem-solving and regulation strategies

Graduated Response

Stage 1: Therapeutic Reminder and Redirection

A calm and private reminder of expectations with support to make a positive choice.

Stage 2: Regulation and Reflection

The pupil may access:

- Regulation time
- Reflection space
- Support from a trusted adult
- Co-regulation strategies

The focus is on readiness to learn.

Stage 3: Restorative Conversation and Consequence

Pupils are supported to:

- Understand impact
- Reflect on choices
- Repair relationships
- Plan more appropriate responses

Consequences may include:

- Completing missed learning
- Restorative actions
- Temporary loss of privileges

Stage 4: Senior Leader Support

A Key Stage Leader, SENDCo, Pastoral Lead or Headteacher may become involved and parents will be informed.

Stage 5: Individual Behaviour Plan (IBP)

Where additional support is required, an Individual Behaviour Plan may include:

- Behaviour targets

- Regulation strategies
- Team Teach-informed approaches
- Risk assessments
- Multi-agency support
- Regular reviews with parents and carers

Serious Disciplinary Measures

Classroom Removal

Where necessary for safety or significant disruption, pupils may be removed to a supervised setting to regulate, reflect and prepare for successful reintegration. Parents will be informed on the same day.

Suspension and Permanent Exclusion

Suspension or permanent exclusion will only be considered where necessary and in accordance with statutory guidance. Such decisions will be lawful, reasonable, fair and proportionate.

9. Specific Behaviour Protocols

Searching and Confiscation

The school retains statutory powers to search and confiscate prohibited items where reasonable grounds exist.

Off-Site and Online Behaviour

The school's expectations apply when pupils:

- Travel to and from school
- Attend educational visits
- Represent the school
- Wear school uniform
- Engage in online communication affecting members of the school community

Bullying, Harassment and Abuse

Our therapeutic approach does not excuse harmful behaviour.

Bullying, child-on-child abuse, sexual harassment, discrimination, prejudice-based incidents and abusive behaviour will always be taken seriously.

Concerns will be:

- Investigated promptly
- Addressed through safeguarding procedures
- Managed through restorative, educational and disciplinary responses
- Recorded appropriately

The safety, wellbeing and dignity of pupils remain paramount.

10. Pupils with Special Educational Needs and Disabilities (SEND)

The school recognises that some pupils may experience difficulties relating to communication, social interaction, emotional regulation or sensory processing.

Proactive Support and Reasonable Adjustments

Support may include:

- Individual Behaviour Plans
- Visual timetables
- Sensory resources
- Movement breaks
- Trusted adults
- Safe spaces
- Alternative communication methods
- Adapted routines
- Personalised de-escalation strategies

Behaviour Decision-Making

Before applying significant sanctions, staff will consider:

- The pupil's SEND needs
- Reasonable adjustments already in place
- Communication difficulties
- Known triggers
- Additional support required

This ensures responses remain fair, proportionate and equitable.

11. Restrictive Interventions, Reasonable Force and Seclusion

Therapeutic De-escalation and Early Intervention

The school's primary approach is prevention, de-escalation and co-regulation. Staff will seek to reduce risk through proactive support and relationship-based practice.

Use of Reasonable Force

Reasonable force may only be used where necessary to:

- Prevent injury
- Prevent serious damage
- Prevent an offence
- Prevent serious safety risks

Any intervention will be proportionate and use the minimum force necessary.

Restrictive Physical Intervention

Following any intervention, pupils will be supported through:

- Recovery time
- Emotional regulation
- Restorative conversations
- Relationship repair
- Reintegration into learning

Seclusion

The school does not use seclusion as a disciplinary sanction. Any protected space used during a significant crisis will be supervised continuously, risk assessed and used only for safety purposes.

Recording, Reporting and Review

All significant incidents involving force, restraint or restrictive interventions will be:

- Recorded
 - Reviewed by senior leaders
 - Communicated to parents
 - Evaluated to identify future preventative support needs
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12. Support, Reintegration and Monitoring

We believe that long-term behaviour change is achieved through understanding, support, relationships and skill development.

Reintegration Support

Following a significant incident, removal or suspension, support may include:

- Restorative conversations
- Reflection on impact
- Review of regulation strategies
- Identification of unmet needs
- Additional pastoral support
- SEND review
- Daily check-ins with a trusted adult
- Updates to Individual Behaviour Plans

Monitoring and Evaluation

The Senior Leadership Team will regularly review:

- Behaviour incidents
- Classroom removals
- Suspensions
- Bullying incidents
- Restrictive interventions
- Attendance and exclusion patterns

This information will be used to:

- Identify trends
- Monitor vulnerable groups
- Evaluate interventions
- Improve consistency
- Inform staff training
- Strengthen provision and support systems

Through ongoing evaluation and reflection, Lawnside Academy seeks to maintain a culture that balances high expectations, accountability, inclusion and compassion, ensuring that every pupil feels safe, supported and able to succeed.

Document Control

Version	Date	Author	Notes on Revision(s)	Date Ratified by LGB	Next Review Date
6	September 2026	C. Johnson	Comprehensive review and update of the Behaviour Policy to align with current DfE statutory guidance. Introduced a therapeutic, relational and trauma-informed behaviour framework informed by Emotion Coaching, attachment theory, restorative practice and Team Teach principles. Expanded guidance on positive behaviour support, graduated responses, SEND, restrictive interventions, reintegration procedures and behaviour monitoring.	September 2026	September 2027
5	September 2023	C. Johnson	Reviewed.	October 2023	September 2024
4	November 2022	C. Johnson	Amendment to policy re: whole school Team Teach training.	November 2022	September 2023
3	September 2021	C. Johnson	Whole school review of policy.	October 2021	September 2022
2	October 2019	C. Johnson	Whole school review of policy.		September 2021
1	January 2018	C. Johnson	New policy written for adoption.		September 2019