

Airy Hill Behaviour Policy



Approved by: Governors	Date: July 2024
Last reviewed on: July 2026	
Next date due by: July 2027	

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Not to punish but to de-escalate and discuss, supporting pupils through a Nurturing approach in order to resolve disputes, reduce reoccurrence of incidents and help pupils to develop their own behaviour management and self-regulation strategies
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Definitions

We are a Nurture school and our behaviour policy and procedures are based on the Nurture principles. After any behaviour incident, a restorative conversation will be held with the pupil and any other pupils involved in the incident. As recommended by Nurture, our behaviour policy is based on three key rules:

1. Be kind
2. Be safe
3. Be ready

The following behaviours would be in breach of one of these three rules.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Swearing

- Disrespecting members of staff

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of a mobile phone on school premises

3. Bullying

Bullying is defined as the **repetitive**, intentional harming of 1 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)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Anti-bullying policy is being redeveloped. It will be added here shortly.

4. Roles and responsibilities

4.1 The governing board

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher

- Reviewing and approving the policy
- Ensuring the school environment encourages positive behaviour and demonstrates the Nurture principles
- Ensuring staff deal effectively and within the Nurture principles with behaviour
- Monitoring the consistency of the approach and the consistency of restorative practice
- 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, so they can fulfil their duties set out in this policy

4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils; ensuring the Nurture principles are upheld
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, speaking to the pupils in a calm and respectful tone.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships; including holding effective restorative conversations with pupils

- Providing a personalised approach to the specific behavioural needs of particular pupils; including creating Individual Behaviour Plans where necessary
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (this should be done using CPOMS)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- 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 and Nurture principles
- 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 misbehaviour (for example, attending reviews of specific behaviour interventions/restorative practice the school deem necessary)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school and the Nurture principles they must follow to respect others
- That they have a duty to follow the behaviour policy and be kind to others following the Nurture ethos through school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. Responding to behaviour

Please see the behaviour procedures document for the procedures followed for sanctions and rewards.

6. Confiscation

- We will confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion.

7. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Zero-tolerance approach to sexual harassment and sexual violence- KCSIE 2024

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
- 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- Refer to DSL/headteacher
- 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.

9. Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has 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.

10. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed.

