



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

BEHAVIOUR POLICY

Primary setting





Document control

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Contents

Introduction	5
Aims	5
Who is responsible for this policy?	6
Roles and responsibilities	6
Code of conduct	7
Behave Like a Star: The Playbook	7
Praise and rewards (delivered by all staff)	8
Praise.....	8
Achievement and Behaviour Points.....	8
The STAR stamp system	8
The nomination system	9
Star Mini Diploma	9
Behaviour management.....	10
Rationale	10
Ready to learn: creating a positive climate for learning.....	10
Ready to learn: expectations of teachers	10
The Class Golden Rules	11
Ready to learn: Misbehaviours	11
Ready to learn: dealing with misbehaviour	13
Managing behaviour through sanctions	14
Detention system	15
The Weather System (EFYS and Key Stage 1)	15
The Card System - Key Stage 2 (KS2).....	15
The class teacher report card system	16
The senior leadership team report card system.....	17
Reflection and isolation	17
Personalised approach to children with additional needs and/or SEND.....	18
Managed move	18
Off-site direction	19
Alternative Provision.....	19
Suspensions and Permanent Exclusions	20
Suspension	21
Permanent exclusion	21
Education for excluded children	21



Procedures for excluding a pupil	22
Local accountability board	22
Independent review panel	23
Recording behaviour in school.....	23
Behaviour risk register	24
Positive handling (use of reasonable force).....	25
Powers of search and confiscation	25
Use of CCTV	25



Introduction

1. Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the school.
2. We value and promote an inclusive culture where all children are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual children need to overcome to achieve progress.
3. The school operates a firm but fair and just approach, applied rigorously, robustly, and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.
4. The school creates a supportive environment which allows children to flourish within a culture of high expectations, unconditional positive regard, 'deliberate botheredness' and compassionate consistency.
5. At the core of our vision is the belief that all pupils can make outstanding progress in their learning, their personal and moral development and in their development as good citizens and leaders. For this to happen they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.
6. We are a family school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
7. The school will do everything possible to ensure every child succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our children and in keeping with the clear expectations set out in our policies and procedures.
8. The expectations we have of our young people are set out in our [Pupil Code of Conduct](#), which is shared with children and parents/carers, and is based upon the four STAR values: Service, Teamwork, Ambition and Respect.
9. This policy should also be read in conjunction with the [Behave Like a Star – The Playbook SOP](#), along with trust's [Anti-Bullying Policy](#) and [SEND policy](#) to ensure that children receive the support that they require to be successful learners and leaders.

Aims

10. To recognise, reward and celebrate good behaviour.
11. To marginalise poor behaviour by promoting good behaviour.
12. To be seen to be fair and consistent in behaviour management by children, parents/carers, and staff.
13. To support children who struggle to manage their own behaviour.
14. To encourage all children to have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption.
15. To identify any undiagnosed or underlying needs for pupils who struggle to self-regulate.
16. To provide targeted support for the most vulnerable children within the school.
17. To involve children, parents/carers, staff and governors in the creation and implementation of a consistent approach to the management and improvement of behaviour.
18. To support the mission, vision and values of the trust and its establishments.



Who is responsible for this policy?

19. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the policy to Star Central, the local accountability board and the principal of each trust school.
20. The local accountability board and senior leadership team at each trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Roles and responsibilities

21. Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, children, and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities include:
 - Star Academies defining the principles underlying the Behaviour Policy; and holding the local accountability board and principal to account for the overall performance of the school in this area
 - the local accountability board and principal in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying, and promote respect, diversity, and equality
 - the senior leader with responsibility for pastoral support and child well-being in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all children
 - the senior leadership team in ensuring they are visible around school and known to children across school; actively seeking out children for praise and recognition, demonstrating a genuine care and respect for children
 - the senior leader assigned to lead a year group in ensuring that each and every child gets the personal attention they need to ensure excellent standards of behaviour and great learning
 - the special educational and/or disabilities needs co-ordinator (SENDCO) ensuring that children are screened for special educational needs and/or disabilities and signposted to support where behavioural incidents meet thresholds
 - the pastoral leaders and class teachers in creating a year team and class identity where each child feels a sense of responsibility for helping and supporting others and promoting excellent performance
 - all staff in ensuring:
 - that they treat children with unconditional positive regard, 'deliberate botheredness', compassionate consistency and a de-escalation mindset
 - that the policy is consistently and fairly applied to all
 - that children are taught and retaught the behaviours including those within the Star Playbook Standard Operating Procedure, which are conducive to learning and wellbeing
 - that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times
 - that good behaviour is recognised and praised
 - that poor behaviour is challenged and appropriate sanctions implemented



- all children in demonstrating outstanding behaviour which exemplifies the Code of Conduct and STAR values
- the parents and carers in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the school to maintain high standards of behaviour and attendance

Code of conduct

22. The school sets out clear and explicit expectations of all stakeholders through codes of conduct based upon the trust's four STAR values: Service, Teamwork, Ambition and Respect.
23. The [Staff Code of Conduct](#) is made available to all staff and they are routinely taken through this, firstly during their induction period and at the start of each year. This runs parallel to the trust's [Playbook Standard Operating Procedure \(SOP\)](#), which identifies the behavioural norms within a Star school.
24. The [Pupil Code of Conduct](#) is modelled by adults and taught and retaught to children in all areas of school (See the Playbook Standard Operating Procedure). It is displayed around school, alongside the common behavioural norms so that all children are clear about their responsibilities.
25. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the [Home School Agreement](#).

Behave Like a Star: The Playbook

26. Behaviour can be taught.
27. The Playbook SOP outlines the scripts to establish Star's behaviour norms quickly and consistently. They provide clarity around our expectations and the strategy to staff and pupils and enable a successful articulation of behavioural norms.
28. Each strapline is a strategy with the subsequent script being our tactics to achieve this strategy. The culmination of successful strategies will provide an identifiable Star culture within our schools.
29. All scripts must be delivered with sincerity and the understanding that they will help to develop structures and routines to keep pupils safe, happy, and well so that they can optimise their chances of academic success.
30. The scripts are devised with an expectancy that staff will approach pupils with an 'unconditional positive regard' and demonstrate 'deliberate botheredness'.
31. The behaviour norms that we expect are outlined within the scripts. These are proxies for control and staff are to 'sweat the small stuff' by focusing upon the details of each bullet point within the routines.
32. It is important that the following is completed in line with the norms:
 - each script is taught explicitly to the pupils
 - repeating a routine is the most effective way to correct a misconception
 - staff are to repeat the narrative 'straplines' consistently and without variance
 - the primary role of leaders at all levels is to model culture
 - 100% compliance and rigour is the expectation



Praise and rewards (delivered by all staff)

Praise

33. At Star, the most effective reward is that which is immediate and delivered by a person who has a good relationship with the young person. For example, a simple 'well done' can have a huge impact.
34. When developing relationships with young people, good practice is to have positive interactions and ensure rewards outweigh the negative by a ratio of 7:1. With children who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.
35. The simplest and most effective reward that our children can have is praise. In order for praise to be most effective it needs to be:
 - specific and linked to an achievement or action of merit
 - sincere and genuinely expressed with appropriate language and tone
 - personalised through the use of the child's name
 - consistently used in all lessons as a part of our teaching
 - discreet and private at times when appropriate
36. Within the established positive learning environment, children should expect to receive regular praise from the adults in school for notably good behaviour in line with the STAR values. Strategies used include:
 - regular verbal praise and encouragement, specifically focusing on personal gains by individuals
 - non-verbal praise - e.g., thumbs up, positive facial expressions
 - acknowledgement of good work and instant recognition for good homework produced
 - encouraging staff to praise identified individuals and sharing their work
 - displaying children's work around the learning environment as positive exemplars
37. Praise should also be addressed to parents/carers through a telephone call or a postcard home, which in turn will promote a positive working relationship with the family.

Achievement and Behaviour Points

38. Children will be rewarded with **achievement points** each time they demonstrate our STAR values.
39. Children will be sanctioned with **behaviour points** each time they fail to demonstrate our STAR values through poor behaviour.
40. Negative behaviour points will be deducted from achievement points to give overall **STAR points**.
41. Within the established positive learning environment, children should expect to receive regular praise from the adults in school for notable good behaviour in line with the Class Golden Rules, effort and work and the development of the STAR values.

The STAR stamp system

42. Children will be rewarded through the Star Stamp System; a merit-based system used to reinforce positive behaviour.
43. STAR Stamps can be given inside and outside lessons for behaviour that demonstrates the Class Golden Rules and STAR values.
44. STAR Stamps are recorded via the management information system (MIS) and children's work towards completing STAR Merit Cards/Walls on an annual basis. Individual children collect STAR



Stamps which, over the course of an academic year, earn certificates and STAR badges at the following levels:

- 50 STAR stamps will lead to a Bronze Certificate and STAR badge
- 100 STAR stamps will lead to a Silver Certificate and STAR badge
- 150 STAR stamps will lead to a Gold Certificate and STAR badge

45. When certificates are earned, they are presented as part of the weekly STAR Celebration Assembly.

The nomination system

46. Once a week, each class teacher will nominate a Class Star of the Week to receive recognition in the weekly STAR Celebration Assembly.

47. Every term, each class teacher will nominate a child to receive 'Super STAR' awards for behaviour and achievement. Children who receive a 'Super STAR Award' will be awarded their certificate and prize at the Big Star Little Star Awards assembly at the end of term. Other ways of marking this achieving could be as follows: a prominent Super Stars' display in the entrance of the school; being included in the principal's newsletter to parents/carers; or, being included in the parents'/carers' section of the school website.

Star Mini Diploma

48. The Star Mini Diploma is a points-based system, rewarded through achievement points for excellent attendance, behaviour, and service to the community. See the Star Mini Diploma Standard Operating Procedure for more details.

49. The **Star Mini Diploma ABC Model** is applied to categorise achievement and determine the level of reward gained.

50. Leaders will launch the Star Mini Diploma with KS2 at an assembly in the autumn term and revisit it at each expectations assembly at the start of term.

51. It is important to:

- ensure children understand the Star Mini Diploma ABC model and what they must do to gain each level of award
- emphasise the benefits of achieving the Star Mini Diploma in terms of personal growth and as a source of evidence for colleges, universities, and employers
- provide examples of community service (such as participation in school events)
- provide information related to in-school opportunities to undertake community service to ensure all children have an opportunity to accrue volunteering hours
- explain how each element will be measured and the responsibility they will take in recording community service activities
- outline key reporting timelines so that children understand how and when they can monitor their progress
- summarise rewards and recognition opportunities available to those who achieve each level of the Star Mini Diploma

52. It is important that the senior leader for Inclusion quality assures community service hours and records them on the MIS.

53. The senior leader for inclusion must also ensure that the Star Mini Diploma data entry schedule is followed.

54. Each year, a Star Mini Diploma ceremony will take place for each year group.



55. A roll of honour will be displayed in each year group.

Behaviour management

Rationale

56. Every child has the right to learn without disruption.
57. Teachers have the right to teach without disruption.
58. Behaviour can be taught.
59. Children who require additional support to self-regulate receive support quickly.

Ready to learn: creating a positive climate for learning

60. Teachers and support staff will circulate around the room as often as is practical to assertively monitor children's work and be in proximity to higher needs children at key points during the lesson.
61. The highest expectations are plainly communicated through positive '*What To Do*' directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity.
62. Classroom routines are rigorous, well-rehearsed and habitual for all.
63. Star Classroom Culture techniques are used, including:
 - What To Do Directions/Corrections
 - Teacher Radar
 - Positive Group Corrections
 - Anonymous Individual Corrections
 - Do It Again
 - Whole Class Reset
64. Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth and other '*least invasive corrections*' to avoid disruption. Staff will let the child know that the behaviour has been observed and narrate the expectations.
65. Directive questions should be used regularly to involve as many children as possible. For example, sometimes simply directing a question at a particular child is enough to get them back on task.
66. Activity or pace of the lesson should be regularly changed. Lessons that are deemed as too slow or boring are much more likely to generate misbehaviour.
67. Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to '*praise in public*' and '*reprimand in private*'.

Ready to learn: expectations of teachers

68. Teachers check that children's equipment is ready at the start of the lesson. Precious learning time should not be lost organising basic equipment.
69. Teachers are outside classrooms, on time greeting children as they enter the classroom.
70. Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, and having books out ready to start. There is an established routine where there is a retrieval task for the children to complete on entry.
71. Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.



72. There are class seating plans to maximise child progress during the lesson.
73. At the beginning of every lesson, teachers recap prior learning to support the retention of knowledge, skills and understanding over time.
74. Teachers' planning includes clear learning objectives and outcomes that describe the expectations of knowledge, understanding, skills and abilities to be developed by children during the lesson.
75. All teachers take pride in their classroom. They ensure the environment is litter free, tidy, and organised.
76. Teachers are expected to display and model behaviour and achievement expectations every lesson.
77. Teachers ensure children's work is dated and presented well.
78. Children are praised and commended through the rewards system. For example, when a child:
 - makes outstanding progress during the lesson
 - shows initiative
 - completes homework to a good standard
 - answers a challenging question in class
79. At the end of the lesson, teachers ensure children place their chairs under their desks. They will dismiss the class in an orderly fashion.
80. If routines are not executed with 100% compliance, teachers ensure that children '*Do it Again*' or follow through a '*Whole Class Reset*.'
81. Teachers aim to award at least 3 children with achievement points each lesson.

The Class Golden Rules

82. The Class Golden Rules are as follows:
 - We are gentle
 - We listen
 - We work hard
 - We look after things
 - We are honest
 - We are kind and helpful
83. The STAR values and Class Golden Rules are prominently displayed around school and are in every classroom.
84. When dealing with incidents of poor behaviour, reference will be made to the STAR values and Class Golden Rules. Similarly, when children are rewarded, the class teacher will make clear which of the rules and values they are rewarding to help all children to understand what outstanding behaviour looks like in school.

Ready to learn: Misbehaviours

85. Misbehaviours are outlined below.
86. Children who misbehave will receive a least invasive intervention and/or a verbal reprimand.
87. Where children persist with misbehaviour, they will receive a reasonable and proportionate sanction or consequence.



88. Leaders, teachers, and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated either online or offline. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
89. Some more severe misbehaviours or persistent misbehaviours may lead to a suspension or a permanent exclusion subject to meeting the conditions set out in the Suspension or Permanent Exclusion Checklists.

Table 1: Misbehaviour checklist

Misbehaviour
Aggressive or threatening behaviour towards a member of staff
Aggressive or threatening behaviour towards peers
Answering back
Arriving 4 or more minutes late to lesson (without a note from a member of staff)
Bringing school into disrepute
Bullying – physical
Bullying – verbal
Calling out
Cheating in exams/assessments
Chewing/eating in class
Cyber bullying
Damaging peers' equipment/property
Damaging school equipment/property
Dangerous or unsafe behaviours
Dangerous play
Disturbing others/out of seat without permission
Disruption to prayer or act of faith
Failure to attend a detention
Failure to behave sensibly around the school (such as pushing or horseplay)
Failure to complete homework
Incorrect uniform
Incorrect footwear
Incorrect/no PE kit
Wearing Makeup or Jewellery
Failure to speak to peers with respect
Failure to speak to staff with respect
Failure to speak to visitors/supply staff with respect
Fighting, physically aggressive or threatening violence
Graffiti
Having a mobile phone in school
Having alcohol, cigarettes/e-cigarettes, or other banned substances in school
Head on desk/slumped in chair
Homophobic language or behaviour
Racist language or behaviour
Sexist or misogynistic language or behaviour
Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)
Insufficient effort/work



Lack of effort in the classroom
Leaving the classroom without permission
Littering in the classroom or around the school
Name calling
No ID Card
Over boisterous play
Persistent answering back
Persistent calling out
Persistent chewing/eating in class
Persistent disturbing others/out of seat without permission
Persistent failure to behave sensibly around the school (such as pushing or horseplay)
Persistent failure to complete homework
Persistent failure to speak to peers with respect
Persistent failure to speak to staff with respect
Persistent failure to speak to visitors/supply staff with respect
Persistent head on desk/slumped in chair
Persistent inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)
Persistent insufficient effort/work
Persistent lack of effort in the classroom
Persistent littering in the classroom or around the school
Persistent No ID Card
Persistent poor Manners
Persistent refusal to follow instructions from staff
Persistent talking over the teacher
Persistent untidy work
Persistent walking off from a member of staff
Persistently arriving 4 or more minutes late to lesson (without a note from a member of staff)
Poor Manners
Refusing to follow instructions from staff
Rude language or swearing
Running Indoors
Talking over the teacher
Theft or bringing in stolen items
Truancy from lessons
Untidy work
Using headphones/Bluetooth headsets
Walking off from a member of staff

Ready to learn: dealing with misbehaviour

90. The teacher criticises the behaviour, not the child.
91. Non-verbal signals are used that do not interrupt the flow of the lesson.
92. A strategy of private, rather than public, reprimands are used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
93. The teacher uses statements to correct misbehaviour: *'we put up our hands before speaking.'* This secures order.
94. Threats of reprimands are followed through. The inevitability of a sanction is crucial.



95. Whole-class punishment is not used for the misdemeanours of individuals.
96. Reprimands are clear and firm in a neutral tone. Teachers avoid pleading or bargaining with children.
97. Teachers and leaders make *reasonable adjustments*, where necessary, to support SEND learners to meet our expectations
98. Children will always be expected to, and provided with an opportunity to, set right what has gone wrong if this involved upsetting someone else or damaging somebody's property.
99. Children will, through an extensive programme of PSHE (Personal, Social and Health Education) be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this programme of study, children will be clear what is meant by the term bullying, that it is not tolerated at the school, and how to access support if it is encountered. They will also learn in more detail about the behaviours that characterise the various STAR values, and how to grow and develop these.

Managing behaviour through sanctions

100. A single course of action will not be appropriate for all children all the time. It should be remembered that children at the school range from just 4 years to 11 years and therefore sanctions should be age and developmentally appropriate.
101. Restorative justice approaches will underpin the behaviour policy. When behaviour problems or disputes arise, all children involved will be given an opportunity to explain their case without interruption. They will be encouraged to reflect on their behaviour and acknowledge the negative impact of what they have done. Where appropriate, children will be given the opportunity to make reparation.
102. Sanctions issued will be reasonable and proportionate to the severity and frequency of unacceptable behaviour.
103. The following is a range of disciplinary measures which the school reserves the right to use. These will be implemented consistently, openly, and fairly:
 - verbal reprimand
 - think sheet
 - setting extra work or repeating unsatisfactory work
 - loss of privileges, for example, having the privilege of representing the school in sports events withdrawn
 - missing social time at break
 - school-based community service, or the imposition of a task such as picking up litter or weeding school grounds, tidying the classroom, helping to clear up the dining hall or removing graffiti
 - being placed on conduct or attendance report for monitoring and improvement
 - instigating a Pupil Behaviour Support Plan
104. For more extreme behaviour, the school may use internal isolation within a reflection area or invoke a temporary or permanent exclusion.
105. The school also has the power to discipline a child for conduct outside of the school premises.
106. Children whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the child time to reflect and improve their own behaviour.



107. Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short period of 'time-out' which may be carried out at break or lunchtime.

Detention system

108. Should children fail to respond to reprimands for misbehaviour, they will receive a short detention which may be carried out at break, lunchtime, or after school.

109. Any child who repeatedly fails to follow school expectations may be given a longer detention at the end of the school day following parent notification.

The Weather System (EFYS and Key Stage 1)

110. The 'Weather System' is an agreed whole school behaviour management system, designed to promote and reward good behaviour, whilst showing clear consequences for poor behaviour.

111. All children start on the 'Sun' on the class behaviour chart at the beginning of each day. 'Sunshine behaviour' is the expected standard of behaviour in classrooms that supports the learning of all children in the class, e.g., listening when someone is talking, hands up to answer a question, active listening and engagement with learning.

112. If a child ends the day on 'sunshine behaviour', this indicates that they have had a successful day, having achieved everything that has been asked of them throughout that day.

113. Children who demonstrate exemplary behaviour are moved to the Rainbow on the Weather System and given a STAR Stamp as part of the School STAR Stamp System. The Rainbow provides children with something to aspire to and requires them to do something above and beyond the expected level of behaviour. Examples of exemplary behaviour are exceptional manners or independently supporting another child etc. The awarding of STAR stamps is clearly linked to the STAR values and exemplary behaviour, so that children are clear about why they have been rewarded.

114. When a child's behaviour falls below the expectation that has been set, they are reminded which of the Class Golden Rules and STAR values they are not yet displaying. In the first instance, a verbal warning is given and the child is reminded of the expectations of 'sunshine behaviour'; although if behaviour is extreme this may not always be possible.

115. If the behaviour persists, the child is moved to the Rain Cloud until behaviour once again returns to the expected standard.

116. If the child does not manage their behaviour, a further warning will be issued before the child is moved to the Thunder Cloud. Once on the Thunder Cloud, there is a consequence for the child and senior staff and parents/carers would usually be notified. The child will meet with a member of the senior leadership team and miss 15 minutes of play.

117. The stages are not always stepped as very extreme behaviour may result in a direct move to the Thunder Cloud.

118. This system is used in every classroom and throughout the school by all members of staff. At each stage of the Weather System, the teacher explains to the child concerned the reasons for rewarding or sanctioning behaviour, linked to the Class Golden Rules and STAR values.

119. Children that continue to display unacceptable behaviour will move to the report card system.

The Card System - Key Stage 2 (KS2)

120. The 'Card System' is an agreed KS2 behaviour management system, designed to promote and reward good behaviour, whilst showing clear consequences for poor behaviour.



121. All children start with a clear photograph or a name (for those children who do not have photographs taken) on the class behaviour chart at the beginning of each day. This is the expected standard of behaviour in classrooms that supports the learning of all children in the class, e.g., listening when someone is talking, hands up to answer a question, active listening and engagement with learning.
122. If a child ends the day with a clear photograph or name, this indicates that they have had a successful day, having achieved everything that has been asked of them throughout that day.
123. Children who demonstrate exemplary behaviour are rewarded with a Green Card which is placed on their photograph and given a STAR Stamp as part of the School STAR Stamp System. The Green Card provides children with something to aspire to and requires them to do something above and beyond the expected level of behaviour. Examples of exemplary behaviour are exceptional manners or independently supporting another child etc. The awarding of STAR stamps is clearly linked to the STAR values and exemplary behaviour, so that children are clear about why they have been rewarded.
124. When a child's behaviour falls below the expectation that has been set, they are reminded which of the Class Golden Rules and STAR values they are not yet displaying. In the first instance, a verbal warning is given and the child is reminded of the expectations of behaviour; although if behaviour is extreme this may not always be possible.
125. If the behaviour persists, the child is issued with a Yellow Card, which is placed on their photograph or name, until behaviour once again returns to the expected standard.
126. If the child does not manage their behaviour, a further warning will be issued before the child is issued with a Red Card. Once issued with a Red Card, there is a consequence for the child and Senior Staff and parents/carers would usually be notified. The child will meet with a member of the senior leadership team and miss 15 minutes of play. All Red Card behaviours are recorded on the MIS.
127. If a child is issued with 5 Yellow Cards within a half term, a Red Card is issued.
128. The stages are not always stepped as very extreme behaviour may result in a direct issue of a Red Card.
129. This system is used in every classroom and throughout KS2 by all members of staff. At each stage of the Card System, the teacher explains to the child concerned the reasons for rewarding or sanctioning behaviour, linked to the Class Golden Rules and STAR values.
130. Children that continue to display unacceptable behaviour will move to the report card system.

The class teacher report card system

131. Where a child is placed on the Thunder Cloud twice within a half-term (EYFS and Key Stage 1) or receives two red cards within a half-term (Key Stage 2), parents/carers will be invited to school, a Pupil Behaviour Support Plan will be devised and a Class Teacher Report Card will be initiated. Regular meetings will take place between the class teacher, child and parents/carers to review progress against targets set out within the Pupil Behaviour Support Plan.
132. Class Teacher Report System:
 - parents/carers will be invited by the class teacher and a senior leader to the school and informed of the situation and a Pupil Behaviour Support Plan will be devised
 - the class teacher will record and discuss the targets with the child
 - the class teacher will provide feedback based on the behaviour of the pupil in their lesson relative to the targets that have been set



- at the end of each day, the child will show the report card to their class teacher and receive instant verbal and written feedback on the day
- at the end of the week, the class teacher will discuss progress with the parents/carers and the child will take the report card home and show it to their parent/carer
- the minimum duration of a Class Teacher Report is two weeks. The maximum duration is one half-term
- where a child is making sufficient progress towards their targets, the class teacher will make a decision to remove the child from the plan and manage behaviours within the usual Weather/Card System - the class teacher will keep the Pupil Behaviour Support Plan updated and the senior leadership team will retain the final copy
- if the child does not show an improvement in behaviour, the class teacher will ask the link member of the senior leadership team responsible for the year group to consider imposing a 'senior leadership team report'

The senior leadership team report card system

133. Children may be placed on senior leadership team report where the class teacher report has failed to promote the expected standard of behaviour or where a behaviour is deemed sufficiently serious to warrant senior leadership team monitoring.

134. The senior leadership team report system:

- parents/carers will be invited by a senior leader to the school and informed of the situation and a Pupil Behaviour Support Plan will be devised
- the senior leader will record and discuss the targets with the child
- the class teacher will provide feedback based on the behaviour of the child in their lesson relative to the targets that have been set
- at the end of each day, the child will show the report to a senior leader and receive instant verbal and written feedback on the day
- at the end of the week, the senior leader will discuss progress with the parents/carers and the child will take the report card home and show it to their parent/carer
- the minimum duration of a senior leadership team report is two weeks - the maximum duration is one half-term
- where a child is making sufficient progress towards their targets, the senior leader will make a decision to remove the child from the plan and manage behaviours within the usual Weather System - the senior leader will keep the Pupil Behaviour Support Plan updated and retain the final copy

Reflection and isolation

135. For serious incidents of unacceptable behaviour, or for persistently disrupting the learning environment for others, the school may decide that a child should be removed from their class for part of the day (first incident) or a full day (repeat incidents).

136. Internal isolation from the school community takes place within the reflection area and is the preferred alternative to a suspension.

137. Agreement for any referral to the reflection area can only be sanctioned by the principal. At the end of each half-term, the principal will notify Star Central of the total number of internal isolation sanctions issued.

138. The child will be supervised at all times by a member of staff and appropriate, challenging work will be set for the duration of the day. The child may be excluded from social interaction e.g.,



break time etc, but will be provided with comfort breaks and the opportunity to be outside for part of break time.

139. Parents/carers will be expected to attend school for a meeting with a senior leader to agree a reintegration plan before they are allowed back into lessons. At this point, the child will normally be placed on a senior leadership team report and a Pupil Behaviour Support Plan will be devised (if not already in place).
140. Should the child fail to comply with expectations in the reflection area, they may have additional time added to the sanction or, in extreme cases, they may receive a suspension.

Personalised approach to children with additional needs and/or SEND

141. Star Academies recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
- Social, Emotional, and Mental Health Needs (SEMH)
 - Adverse Childhood Experiences (ACE)
 - Special Educational Needs (SEN) and Disabilities (SEND)
142. Staff are trained to support children with SEMH, SEND or suffer from ACE. If a child displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the [SEND Policy](#) should be followed. This includes:
- an assessment to establish a clear analysis of the pupil's needs
 - a plan setting out how the child will be supported using a Personal Support Plan (PSP)
 - the required actions to provide the support
 - regular reviews to assess the effectiveness of the provision and identify any recent changes
143. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
144. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g., delayed development leading to difficulties following instructions.
145. Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any child whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
146. Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
147. Children who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

Managed move

148. A managed move is a transfer to another school, which will take place as part of a planned intervention. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer.



149. A managed move will be considered in instances where interventions or targeted support have not been successful in improving a pupil's behaviour.
150. Where a managed move is agreed, it will be proceeded by information sharing between the original school and the new school. This information will include data on prior and current attainment, academic potential, risk assessment and advice on effective risk management strategies.
151. A managed move is intended to be a permanent transfer to another school and will only be instigated where a move is in the pupil's best interests.

Off-site direction

152. Off-site direction to another educational setting will be considered in instances where interventions or targeted support have not been successful in improving a pupil's behaviour.
153. The pupil's time in the alternative setting will be time limited and may be a combination of full time or part time. Reviews of the placement will be conducted.
154. Where a principal decides to direct a pupil off-site, parents/carers will be notified as soon as possible, but no later than 2 school days before the provision at the alternative educational setting is scheduled to commence.
155. In some instances, a permanent transfer via a managed move may be agreed following a review if all parties are satisfied that a permanent move will be in the best interest of the pupil.

Alternative Provision

156. In exceptional circumstances, following consultation with parents/carers, pupil may be placed in alternative provision where it is deemed to be in the best interests of the pupil. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.
157. Senior leaders must comply with the trust's Alternative Provision Guidance SOP.
158. Completion of a Valuing SEND (VSEND) tool will support the decision to commission alternative provision.
159. Senior leaders will ensure pupils receive a positive experience when accessing alternative provision. They will:
 - check the external provider is registered
 - check safeguarding arrangements to ensure pupils are safe and feel safe
 - monitor pupils' attendance each day
 - speak with staff and pupils regularly to check the provision is making a positive difference pastorally and academically - senior leaders will intervene swiftly when this is not the case
 - monitor pupils' academic performance and take immediate action if a pupil is falling behind
 - consider if reintegration back into mainstream provision is appropriate - if so, leaders will put in place a robust reintegration package
160. If a pupil fails their placement at alternative provision as a result of poor behaviour, parents/carers and the pupil will be required to attend a meeting with the principal to discuss the next steps. This is organised by the senior leader responsible for inclusion. The next steps may include:
 - an alternative placement
 - permanent exclusion



Suspensions and Permanent Exclusions

161. All decisions to suspend or permanently exclude a child will be made in line with government guidance and the school's behaviour policy. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies, and pupil referral units
- DfE – Behaviour and Discipline in Schools
- The Disability and Discrimination Act
- Equality Act 2010
- Keeping Children Safe in Education
- Code of Practice for Special Educational Need
- The Children's Act (with particular reference to children in the care of the Local Authority)

162. The decision to exclude will be:

- lawful
- rational
- reasonable
- fair
- proportionate

163. The principal will suspend or permanently exclude from school only on disciplinary grounds. In their absence, a vice principal or assistant principal will carry out this function.

164. It is unlawful to exclude on non-disciplinary grounds such as:

- academic attainment/ability
- actions of a parent/carer
- failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following a suspension

165. A full and detailed investigation will be undertaken prior to a decision to suspend or permanently exclude. A record of all written statements, including physical evidence, where appropriate will be retained to support decisions to suspend or permanently exclude.

166. In deciding on the appropriate sanction, the principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs, looked after or bullying.

167. In accordance with the DfE guidance, where a pupil is at risk of suspension or permanent exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have
- the use of a multi - agency assessment for pupils who demonstrate persistent disruptive behaviour
- an assessment and possible placement within an ISIC
- advice from Virtual Head for looked after children and or pupil's social worker
- LA's SEND Team for a pupil with an EHCP

168. Prior to a decision to suspend, the principal should seek advice and guidance from the trust's Admissions and Exclusions Team.



169. For permanent exclusions, the principal must immediately contact the trust's Admissions and Exclusions Team. The Chief Executive of the trust is required to approve all permanent exclusions following recommendations from the Admissions and Exclusions Team.

Suspension

170. A suspension is where a student is temporarily removed from school for a specific period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.

171. The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.

172. A suspension can be issued for children whose behaviour is disruptive during lunch-time, this is counted as a half day suspension.

173. The behaviour of a pupil outside the school premises can be considered grounds for a suspension.

174. The following will be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) immediately
- the local accountability board; and
- the trust's Admissions and Exclusions Team
- the child's social worker (if applicable)
- the Virtual School Headteacher (if applicable)

Permanent exclusion

175. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the principal must contact the trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Chief Executive of the trust following recommendation from the Admissions and Exclusions Team.** The Admissions and Exclusions Team will communicate the Chief Executive's decision to the principal.

176. A decision to permanently exclude should **only** be taken: 'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

177. The following will immediately be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol
- the local accountability board; and
- the trust's Admissions and Exclusions Team
- the child's social worker (if applicable)
- the Virtual School Headteacher (if applicable)
- LA's SEN Team if the pupils has an EHCP

Education for excluded children

178. For exclusions of 5 days or less, the school will provide online learning to ensure that no learning opportunities are missed.

179. For exclusions of more than 5 school days, the school will arrange suitable full-time education from the sixth day of the exclusion.



180. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding a pupil

181. The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

182. The exclusion letter will note the following:

- whether it is a fixed term or a permanent exclusion
- the duration of the exclusion if it is for a fixed period
- reasons for the exclusion
- the right to make representation to the local accountability board and how the child may be involved with this
- contact details for making representations to the local accountability board and where there is a legal requirement for the local accountability board to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend
- arrangements made by the school for the child's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by child and returned to school
- where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision
- dates the excluded child must not be present in a public place during school hours; and
- sources for free and impartial advice

Local accountability board

183. The local accountability board will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:

- permanent exclusion
- suspension resulting in bringing the total number of exclusions to more than 15 school days in a term
- exclusion that will result in the child missing a public exam or national test

184. Where parental representations are received for a child who is suspended for more than 5 school days but less than 15 school days in a term, the local accountability board will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.

185. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the principal will present at the local accountability board meeting are provided to all parties.

186. The meeting of the local accountability board will be clerked by the trust's Governance Team. In accordance with the policy of the trust, staff governors will not sit on the local accountability board meeting to consider the exclusion.

187. The clerk will inform parents/carers, principal and local authority of the outcome of the meeting.



Independent review panel

188. For permanent exclusions, where the local accountability board decides not to reinstate the child, parents/carers will be advised of their right to request the independent review panel to review the decision.

189. The letter from the clerk will note the following information:

- date by which the application for review must be made (25 school days from receiving notification of the decision not to reinstate)
- where and to whom the application for a review including any written evidence must be submitted
- the grounds upon which a review is made - where appropriate, this should include a reference to how a child's special educational needs are considered relevant to the exclusion
- a statement that, regardless of whether the excluded child has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel
- details of the role of the SEN expert
- a statement that parents/carers can bring a friend or representative at the meeting
- sources of free and impartial advice

190. Following receipt of an application for review, the trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 25 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

191. The independent review panel members will comprise of the following:

- lay member to chair the panel
- current or former school governors
- principal

192. The role of the independent review panel is to review the local accountability board's decision not to reinstate a permanently excluded child. In reviewing the decision, the panel will consider the interests and circumstances of the excluded child, including the circumstances of the exclusion, and have regard to the interests of others at the school.

193. The independent review panel can decide the following:

- uphold the exclusion
- recommend that the local accountability board reconsiders the decision; or
- quash the decision and direct that local accountability board considers the exclusion again

194. The clerk will immediately notify the decision of the panel to the local authority, parents/carers and the local accountability board.

Recording behaviour in school

195. All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the child record on the Behaviour Module within the school MIS or Class Charts.



196. The MIS/Class Charts are regularly monitored and reviewed by pastoral staff and the senior leadership team to identify patterns and trends and to provide early intervention to avoid escalation of negative behaviours.

197. When determining rewards, behaviour points will be deducted from the number of achievement points for each child. This gives each child net STAR points. This will also contribute to the Star Mini Diploma.

Behaviour risk register

198. At the end of each half term, using behaviour data, each child will be assigned a category for behaviour together with achievement and attendance. This will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing behaviour, achievement, and attendance from the outset.

199. In the Behaviour Risk Register, which will underpin the management of behaviour strategies and inform a range of interventions, all learners in the school will be categorised into one of five levels, as per the below table.

Table 2: Behaviour Risk Register

	Threshold	Actions
0	0-5 Behaviour Points per half term	<ul style="list-style-type: none"> Star Citizens Experience
1	05-15 Behaviour Points per half term	<ul style="list-style-type: none"> 'Monitoring' – daily monitoring for trends Restorative Justice (RJ) meeting with teachers and where necessary, parents/carers informed
2	15-30 Behaviour Points per half term OR 3 Red Cards	<ul style="list-style-type: none"> 'Report' – to Phase Leader Parents'/carers' meeting with Head of Year
3	30-40 Behaviour Points per half term	<ul style="list-style-type: none"> Report card to SLT link PSP completed with targeted appropriate intervention Regular parental/carer meetings
4	40+ Behaviour Points per half term	<ul style="list-style-type: none"> LA involvement 6-weekly parental/carer review

- Category 0 – Children who demonstrate excellent behaviour
- Category 1 – Children who receive 05-15 Behaviour Points per half term
- Category 2 – Children who receive 15-30 Behaviour Points per half term
- Category 3 – Children who receive 30-40 Behaviour Points per half term
- Category 4 – Children who receive 40+ Behaviour Points per half term

200. From the regular scrutiny of behaviour points, the senior leader will update the Behaviour Risk Register as necessary.

201. Children in Categories 2 and 3 will attend half-termly pastoral review meetings accompanied by their parents/carers, head of year and link member of the senior leadership team.



Positive handling (use of reasonable force)

202. Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
203. The principal and authorised staff may also use positive handling when conducting a search without consent for 'prohibited items' as outlined in the following section.
204. Full guidance can be found in the trust's [Positive Handling Policy](#).

Powers of search and confiscation

205. The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment, so long as it is reasonable in the circumstances.
206. The school also holds the power to search without consent for 'prohibited items' including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for
207. Weapons and knives and extreme pornography or child pornography will be handed over to the police, otherwise it is for the senior leader to decide if, and when to return a confiscated item.
208. Full guidance can be found in the trust's [Powers of Search Policy](#).

Use of CCTV

209. CCTV is in operation in school for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction. Please refer to the trust's [CCTV Policy](#) for further guidance.