Mid-Trent Multi Academy Trust

Behaviour for Learning Policy

September 2026

St Andrew's CE Primary School

Colwich CE Primary School

St Peter's CE Primary School

Flourish Early Education

Document Control Information

Document ID	MTMAT006SP
Document title	Behaviour for Learning Policy
Version	1.5
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Approved by	School Local Academy Committee
Publication date	01.09.2026
Review Cycle	Annually
Next Review Due	01.09.2027

Version History				
Version	Date	Detail	Author	Key Changes
1.0	02.09.2021	Initial	C. Pilkington	New policy created as a result of updated Church of England vision for Education
1.1	01.09.2022	Review	C. Pilkington	No Changes
1.2	21.09.2023	Review	C. Pilkington	Minor Changes – change of wording, where appropriate, to sanction/ suspension in line with latest guidance.
1.3	11.09.2024	Review	C. Pilkington	No changes
1.4	01.09.2025	Review	C. Pilkington	Additional clarity within appendix
1.5	**01.09.2026**	**Review**	**C. Pilkington**	**Updated information regarding reasonable force and restrictive intervention, to align with new Use of Restrictive Intervention Policy (Sept 2026).**

Introduction

The Mid-Trent MAT's Behaviour for Learning Policy is informed by Christian values which underpin every aspect of our life and work. These values are rooted in the teaching of Jesus Christ and are deemed fundamental for all our learners to experience 'life in all its fullness' (John 10:10). Our school behaviour for learning procedures are designed to embed and continually reinforce 'The Golden Rule':

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets. (Matthew 7:12).

This Behaviour for Learning Policy is therefore designed to support the way in which all members of our school families can live and work together. Through this policy we are able to promote an environment where everyone feels happy, safe and secure so that all are enabled to achieve success in learning and beyond.

Intention

The aims of our Behaviour for Learning Policy is to:

- Foster a positive and **compassionate** environment in which all children can flourish.
- Develop relationships based on **respect, generosity**, integrity and **trust** between all members of the school community.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have lived our Christian values and had a positive impact upon the lives of others.
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred back to **The Golden Rule** and the school's Christian values.

Impact

As a result of implementing this behaviour for learning policy …

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, **generous** and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Teachers will:

- Model **forgiveness** and the possibility of restoration and a new beginning in their relationships both with adults and children
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively

- Build positive relationships with parents and the whole school community
- Develop personally and professionally

Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by **The Golden Rule** and the school's values
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the school's values at home; for example through the publication of Home School Values
- Feel welcome in school to discuss their child's progress and behaviour in an open, positive and empathetic environment.

School Vision

'Opening Doors with Learning, Faith and Care'

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a learning community, we nurture and grow each other as individuals, encouraging all to stretch themselves spiritually, morally, intellectually, emotionally, socially and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

Through implementing this policy, we create a learning environment where everyone feels happy, safe and secure, as a result pupils have the courage and support to make the most of every opportunity to stretch themselves, and each other, to achieve more than they dreamed possible.

Values and Expectations of Pupil Behaviour

Our expectations for all members of our learning community are encapsulated in our school values and we endeavour to live these values through our thoughts, words and actions every day. As a school we value and reward behaviour which demonstrates these values in practice.

Perseverance: We all have a can do attitude and we try our best in all that we do. We understand that not everything we do in life will be easy, but with support, guidance and belief we know we can achieve more than we ever dreamed possible.

Thankfulness: We are thankful for all that we have and make the most out of every opportunity we are given. We use our own unique talents and gifts to support others and we are always well-mannered in our work and play.

Respect and Responsibility: We value each other, our school and our community and we demonstrate respect in all that we do by listening carefully to others and following the school rules. We take responsibility for our actions and for our learning environment, and together we make St. Peter's a wonderful place to be.

Compassion: We consider other people's feelings in all our actions and behaviour, understanding that our actions have an impact on those around use. We endeavour to act in ways which make others happy, we support and encourage others to succeed and never act intentionally to hurt or cause upset.

Friendship: We are kind to each other and we make everybody feel welcome. We grow our school and our own success by being selfless, understanding and including others, demonstrating loyalty and helpfulness in all that we do.

Courage: We have the courage to try new things and make the most of every opportunity. We stand up for what we know is right and understand that even when we experience set-backs it is important to find the courage to try again.

Roles and Responsibilities for Promoting Good Behaviour

The success of this policy is based upon the whole school community sharing accountability and responsibility for the behaviour in our school. Each member of our school family has a part to play in ensuring that all children feel safe, secure and able to succeed.

As a member of our school family, our **learners** are responsible for:

- Stretching themselves and supporting others to grow academically, socially and emotionally.
- Maintaining a positive classroom environment by conforming to the agreed expectations for behaviour both in and out of the classroom.
- Identifying and celebrating good behaviour in others.
- Showing respect to others at all times.
- Understanding that everyone is different and that the needs of others might not be the same as our own.
- Accepting responsibility for our mistakes, understanding that it is the behaviour, not the person, that needs to change.
- Seeking and offering forgiveness to others.

As members of our school family, our **parents/carers** are responsible for:

- Working collaboratively with the school, so that children receive consistent messages about how to behave at home and at school.
- Sharing their thoughts and views on our school Behaviour for Learning Policy and raising concerns respectfully with class teachers and senior leaders in school.
- Engaging positively with the school in discussions about their child's behaviour.
- Supporting the school's expectations for behaviour through reinforcing and praising children who have been identified for demonstrating our school values and through working with the school to reinforce positive behaviour expectations when a pupil's behaviour falls below the school's expectations.
- Seeking support from the school and being open to support from other outside agencies in positively managing behaviour at home.

As members of our school family, our **teachers and learning assistants** are responsible for:

- Promoting and proactively enforcing the school's behaviour for learning policy and applying it fairly in all situations (inc. during lesson time, on the way out to and in from play, during play, in assembly and during school trips.)
- Sharing the school's expectations with learners at every opportunity, reinforcing this through teaching in RE, PSHE, reading and other curriculum areas as appropriate.
- Working with learners to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour.
- Teaching children to consistently follow these rules and directions throughout the school day and school year.
- Maintaining the highest expectations for pupil behaviour and conduct at all times.
- Modelling our school values and treating all members of our school family with respect and understanding at all times.
- Teaching children about our school values, what it means to demonstrate them and exploring issues, scenarios and incidents together to enable all to apply this teaching to their everyday actions.
- Identifying, praising and rewarding pupils who demonstrate these values in practice and adhere to 'The Golden Rule'.
- Supporting pupils to reflect on their own behaviour and 'The Golden Rule', giving time to think and the opportunity to repair and seek forgiveness.
- Seeking and offering forgiveness, moving past events and incidences and supporting pupils and families to start anew.
- Seek assistance from parents and senior leaders in supporting children whose behaviour falls below our school expectations.

As members of our school family, our **Lunchtime Supervisors, OOSC team and office staff** are responsible for:

- Modelling our school values at all times.
- Treating all members of our school family with respect and understanding at all times.
- Upholding high expectations of pupil behaviour at all times, ensuring pupils enter and leave the school building in a calm and courteous manner; play with compassion and friendship; show respect towards peers and staff; play responsibly with equipment.
- Work quietly with children who are not demonstrating our school values. Removing children from the situation, speaking to them calmly, helping them to reflect and think of others and make amends.
- Adhering to the complimentary lunchtime behaviour management framework when imposing sanctions for unacceptable pupil behaviour.

As a member of our school family, our **Headteacher** is responsible for:

- Implementing the school behaviour policy consistently throughout the school, and reporting to governors, when requested, on the effectiveness of the policy, under the School Standards and Framework Act 1998.
- Ensuring the health, safety and welfare of all children in the school.
- Setting the standards of behaviour and supporting all staff in their implementation of this policy.

- Maintaining records of all reported behaviour incidents (red cards).
- Working with learners, and their families, to make positive behaviour choices, which enable all children to feel safe, secure and able to succeed.
- Applying the school exclusion policy, as a last resort, in managing serious incidences of misconduct.

As members of our school family, our **Local Academy Committee** are responsible for:

- Establishing general guidelines on standards of discipline and behaviour, and reviewing their effectiveness.
- Supporting the Headteacher in adhering to statutory guidelines regarding discipline and behaviour.
- Offering advice to the Headteacher about particular disciplinary issues.

Rewarding Positive Behaviour

We believe in promoting positive behaviour within our school, rewarding those who behave well, follow 'The Golden Rule' and live our school values. A range of reward systems are used to promote positive behaviour depending on learner's age and level of comprehension.

- Verbal praise, smiles and acknowledgement
- Genuine appreciation and recognition
- Moving to Gold within the Golden Rule behaviour management system in class
- Gold awards and treats
- Celebrating achievement within the class or visiting another teacher/ Headteacher to celebrate achievement
- Dojo points, available for parents to view at home
- Stickers, praise postcards, certificates awarded in class
- Written comments as feedback in response to children's work
- Weekly Headteacher awards and Star of the Week certificates awarded in weekly whole-school worship
- Positive reports to parents/carers through end of day discussions, praise postcards, dojo messages and phone calls
- Praise/ rewards for excellent attendance
- Celebrating achievements outside of school through class show and tell

Minimising and Responding to Unacceptable Behaviour

Every year we re-set the expectations with our learners, we remind them of the expectations and 'The Golden Rule'. As a class we explore what these expectations might look like in our classrooms at an age-appropriate level. We regular review and remind learners of our consistent expectations throughout the school year.

Across the school, from Nursery – Year 6, we use the 'Golden Rule' system as our daily behaviour management system, this is exemplified in appendix 1. This system encourages good behaviour and visually reminds pupils to return to the learning level if their behaviour falls below our expectations at any point. At the heart of the system is **forgiveness** and restorative practice. The system is re-set regularly (at lunchtime

for Early Years and at the end of the day for learners in Key Stages 1 and 2), this re-set is a clear indication that we are **forgiven** for our mistakes and can begin again.

For the vast majority of our learners, a warning within our 'Golden Rule' system will be a sufficient reminder to modify their behaviour and quickly return to the learning zone. If a child does not modify their behaviour, or if a child's behaviour is deemed to be serious or highly disruptive (see exemplification in appendix 2), they will receive a red card and an appropriate sanction will be applied. To ensure our system is fair and **just** in all situations our agreed 'Behaviour Management Framework' (appendix 1) is consistently applied when identifying a sanction which is appropriate to each individual situation. In the event of any child receiving a red card, parents/carers will be informed of the incident and the sanction agreed by a member of the senior leadership team.

Supporting Individual Learners in Improving their Behaviour

For some learners, we recognise that this system will not be sufficient to meet their needs. We recognise that all children can develop and exhibit vulnerabilities at any point in their development. At this point we respond rapidly and proactively, undertaking a detailed assessment of their needs and implementing bespoke provision to help them to both manage their behaviour and overcome the vulnerabilities they are showing. We engage parents and carers as part of the decision making process and work together to support learners through these difficult transitions.

Learners requiring this level of intervention will have an agreed positive behaviour plan and this supersedes the 'Golden Rule' system, until such time as these learners' needs are met and they can be reintegrated into the whole school mechanisms.

For learners this includes:

- Comprehensive review and assessment of individual needs
- Personal Learning Plan/ Individual Behaviour Plan targets
- Behaviour targets (which should focus on children being set good examples and following positive behaviours. Therefore any behaviour targets need to be set positively)
- One to one support from teachers and other adults in school to reflect and modify disruptive behaviours
- A range of intervention mechanisms in school and from other agencies, e.g. SENISS, Behaviour Support Service, Barnardos, LST
- Modified or part-time timetables
- Time in an alternative setting (eg. Inclusion Hub, Pupil Referral Unit, Alternative Provision)

Should a pupil be deemed at risk of exclusion, the MAT's Suspension and Permanent Exclusion Policy will be employed.

For parents /carers this includes:

- Regular dialogue with class teachers
- Home/school agreement
- Home/school journals/communication books/reward charts
- Team around the Child Meetings
- Referral and support from external agencies e.g. HOPE, Positive Parenting Support, Family Support Team, Staffordshire Parent Partnership

For staff includes:

- Peer support
- Behaviour Hierarchy Procedures
- Inclusion Leader, Senior leadership team and Headteacher support
- Continuing Professional Development opportunities

Links to other policies and legislation

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All children have the right to attend school free from fear. Please refer to the school's Inclusion, Child Protection and Anti-Bullying Policies.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996; The Use of Force to Control or Restrain Pupils. Staff only use restrictive intervention to prevent injury to others, or if a child is in danger of hurting him/herself. The actions that we take are strictly in line with government guidelines on the use of reasonable force and restrictive intervention in schools. For any individual pupils where the need for restrictive intervention is a possibility, an individual risk assessment will be completed, in line with the Mid-Trent MAT Use of Restrictive Intervention Policy.

As a last resort, pupils may be temporarily suspended or permanently excluded from our school. The decision to exclude a pupil will only be taken in the following circumstances: (a) In response to a serious breach of the school's Behaviour policy or (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil themselves. Please refer to the school's exclusions policy.

Monitoring

This policy will be monitored in the following ways:

- Discussion at staff meetings
- Inclusion of associated questions on staff, pupil and parent questionnaires
- Record of comments from visitors to the school
- Behaviour focused learning walks around school
- Review of behaviour records
- Headteacher Reports to LAC and the Trust Board

The Headteacher, supported by the school leadership team, monitors the effectiveness of this policy on a regular basis. They also report to the local academy committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of poor behaviour, these include classroom and lunchtime incidents as well as parental concerns and investigation reports of behaviour incidents which have been reported to the school via a third-party (eg. parent). These records are regularly reviewed to identify learners in need of additional support and to review the effectiveness of the school's practice in supporting learners to behave well.

Dissemination and Review

Each school's Local Academy Committee reviews this policy every year. They may, however, review the policy earlier than this if the government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved.

Policy published on 02.09.2021 by Charlotte Pilkington, Headteacher on behalf of Mid-Trent MAT.

Policy reviewed on 01.09.2022, 21.09.2023, 11.09.2024, 01.09.2025 and 01.09.2026.

Policy next due for review on, or before 01.09.2027.

Appendix 1: Golden Rule Behaviour Management Framework – St. Peter's Church of England Primary School

	Possible Behaviours	Recording and Reporting	Rewards/ Sanctions
Gold	Trying their best at all times Going out of their way to support and help others Being a role model to others Demonstrating an incredible attitude to learning and other aspects of school life Impeccable manners	Learner's card is changed to Gold Gold learners are recorded by the class teacher/HLTA at the end of each day and rewarded at the end of the half-term.	Golden book nominations Golden book awards, treats and visits Verbally praised at the end of the school day/ week in class. Dojo points Stickers/ Praise postcards Positive reports to parents/carers
Green Learning Zone	Listening to others Working hard and having a go when things are challenging (**perseverance and courage**) Completing work set (**perseverance**) Following instructions (**respect**) Using good manners (**thankfulness**) Being respectful to all (**respect**) Being kind to others (**compassion and friendship**) Taking care of our equipment and school (**responsibility**) Walking silently around the school (**respect and responsibility**)	Learners card remains Green.	Visual reward within Golden Rule system. Verbally praised at the end of the school day/ week in class. Verbal praise, smiles and acknowledgement Genuine appreciation and recognition Dojo points
Blue Warning Zone	Low level disruption Chewing Calling out, not putting hand up Interrupting the teacher Talking when others are talking to the class Making silly noises or faces Running/ being loud when walking around school Distracting others and hindering them in their work Not focussing on learning tasks set Not trying	Learner's card is quietly changed to Blue. If identified behaviour is addressed by the learner following the verbal warning, they move back to green.	Quiet 1:1 verbal reminder to learners. Clear instruction as to what the warning is for and opportunity given for learner to address this. General class reminders Praising those who are behaving well Eye contact 'a look' Standing close to the child Overtly scanning the classroom Ignore (consistently) Divert misbehaviour Distract with a question Pick up the pace Boost interest with a new activity Remove distractions Moving seat/ space Visual reminders
Yellow Thinking Zone	**Repeated blue level behaviours** Muttering under breath Rudeness/cheek Teasing/name calling (one off incident) Avoiding learning task/adult instructions Hurting someone else through negligent/silly behaviour Leaving the classroom without permission Spitting	Learner's card changed to yellow. If the inappropriate behaviour is addressed by the learner they may move back to blue or green throughout the day. Yellow cards are recorded by the class teacher/HLTA at the end of each day to enable regular monitoring of low-level, repeated class disruption through the pastoral support team.	Clear verbal warning Quick restorative discussion 1:1 with teacher or learning mentor Time-out of classroom (max. 2 mins) to think about behaviour and return to learning positively. Loss of playtime (max. 5 mins) to complete work. Loss of playtime (max. 5 mins) to reflect on behaviour. Stand with teacher on duty or by the hall wall (facing out towards the playground). **For regular yellow cards**, consider removal to another classroom (Mrs Evans/ Mr Gray) for 5 mins time out. Mrs Evans / Mr Gray to engage in restorative discussion before child returns to class.
Red	**Continued or persistent blue/yellow behaviours despite opportunities to reflect and improve behaviour** **A straight red card (bypassing the warning and thinking zones) may be required in relation to serious behaviour incidents, examples as follows:** Swearing Stealing Throwing objects with the intention of hurting others Fighting Deliberately seeking to physically hurt others Verbal/ physical aggression towards staff or other pupils Deliberately breaking/ vandalising school's or other pupils' property Racial/ Homophonic name calling Actions which put themselves or other people in danger Leaving/ attempting to leave school grounds	Learner's card is changed to Red. Teacher/ TA will inform the child that they have a red card and explain the reasons for this. Learners bring the red card to Mrs Pilkington to engage in a restorative discussion. If Mrs Pilkington is not available, learners will be referred to Mrs Birchenough, Mrs Evans or Mr Gray. Red card incident report is completed and a copy is retained in the school behaviour file for monitoring. Parents/Carers are contacted (telephone call NOT Dojo) before the end of the school day to inform them of the incident and the agreed sanction. In the event of serious behaviour incidents, parents/carers may be invited into school for an immediate meeting to discuss actions moving forwards.	All of the above, plus: Removal/refer to Headteacher/ senior leader Telephone call with parents/carers Formal meeting with pupil, parent, class teacher with discussion of strategies e.g. home school diary/ behaviour plans etc. Letter of apology/sessions to discuss what sorry means for younger children Loss of playtimes/lunchtimes – standing outside HT office Loss of privileges Referral to outside agencies eg. behaviour support, SENISS. Lunchtime/ playtime fixed-term exclusion Internal exclusion (removal from classroom for a set period of time, children may be required to learn in another classroom or outside HT office) Fixed term exclusion Permanent exclusion

Appendix 2: Golden Rule Classroom Display Guidance

The Golden Rule

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

(Matthew 7:12)

Pupil A 	Pupil B 	Pupil C 	Pupil D 	Pupil E 
Pupil F 	Pupil G 	Pupil H 	Pupil I	Pupil J 
Pupil K 	Pupil L 	Pupil M 	Pupil N 	Pupil O 
Pupil P 	Pupil Q 	Pupil R 	Pupil S 	Pupil T 
Pupil U 	Pupil V 	Pupil W 	Pupil X 	Pupil Y 
Pupil Z 	Pupil A1 	Pupil A2 	Pupil A3 	Pupil A4 