



Cheshire Academies Trust
Inspiring hearts and minds

Mill View

Behaviour Policy

Next updated: Autumn 2026

Introduction

Our primary aim is that every member of the Cheshire Academies Trust (CAT) community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our academies' behaviour policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of the behaviour and discipline policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- CAT expects every member of our community to behave in a considerate way towards others;
- We treat all children fairly and apply this behaviour policy in a consistent way;
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of their school community;
- Our academies recognise good behaviour as we believe that this will help to develop an ethos of kindness and co-operation;
- This policy is designed to promote good behaviour rather than merely deter anti-social behaviour;
- Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline.

Expected Behaviour

- It is important that children and parents support the whole school expectations for behaviour.

Encouraging Good Behaviour

- Children are reminded about expected behaviour through class contracts, class discussion, individual conversations and through the PHSE and RSE curriculum;
- Children are all given a designated role in their classroom to develop their sense of belonging and being a necessary part of our school community. These roles are changed regularly although in Year 6 these may be longer term roles;
- Staff will also use other techniques such as 'Check in', 'Check up' and 'Check out' to encourage community and interdependence;
- Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are taught self-calming techniques to help them in situations they find emotionally challenging;
- CAT classrooms endeavour to have a Safe Place. This is a small, comfortable area a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self-calming techniques. Staff will support children as appropriate at these times. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their upset.

Recognising Good Behaviour- some Mill View examples

- Each class member has an individual role or job.
- Each week we nominate at least two children from each class to receive an award. These awards are a way of noticing great work and also great character development. These postcards are presented during our Friday Celebration Assembly on Zoom.
- As a staff we have made the decision not to give out stickers and certificates as a normal everyday strategy to manage behaviour. Rather children will be encouraged to recognise the positive effect their

good behaviour has on themselves and others thus helping them to develop self-motivation. We recognise that on rare occasions children who are struggling to develop good behaviour patterns may need a short term series of goals and rewards to help them develop their self-discipline skills. These will be developed in consultation with the Senior Managers, SENCO and Lead Behaviour Professional.

- Our academies acknowledge all the efforts and achievements of children, both in and out of school.

Dealing with Inappropriate Behaviour- some examples

- Children are taught and supported to calmly and assertively challenge any behaviour they find makes them uncomfortable from any other child. This is carefully monitored by staff. We believe it is important for each child to be able to express what they don't like when a behaviour causes them hurt or upset;
- Children are encouraged to use the self-calming techniques they've been taught in confrontational situations. They are encouraged to use the Safe Place for this purpose and to seek staff support as appropriate;
- If a child's physical, emotional or mental safety has been compromised by themselves or another child all children involved will take part in a discussion. This discussion will centre around how best to resolve the situation and how to best prevent it occurring again. The situation may have natural consequences or intentional consequences imposed by staff (Eg. a child may be removed from the playground if their behaviour is deemed by staff to pose a threat to their or other child's safety);
- Consequences will be appropriate to each situation and will be designed to help children learn from their mistakes;
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own;
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may remove the child from taking part. If a child threatens, hurts or bullies another child, the class teacher records the incident, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Parents are often involved before this stage as staff aim to have an open informal communication with parents about any concerns.

Cheshire Academies Trust does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE non statutory guidance The Use of Force to Control or Restrain Children, 2008. Staff in our academies do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to another or if child if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school's rules and expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our academies have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces consistent positive behaviour. The teacher treats all children in their class with respect and understanding.

If a child displays inappropriate behaviour repeatedly in class, in the first instance, the class teacher deals with incidents him/herself. However, if inappropriate behaviour continues, the class teacher seeks help and advice from the Senior Management Team, Lead Behaviour Professional (LBP) and/or SENCO. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Behaviour deemed to reflect Special Needs

Where inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the SENCO and LBP, to draw up a behaviour plan.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, The SENCO/LBP may request the involvement of outside agencies, such as Behaviour Support Teams from LA. This is in accordance with the Graduated Response Policies from Cheshire West and Chester Local Authority and complies with the Special Needs Code of Practice.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for suspensions of individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is only taken after the local Chair of Governors has been notified.

The role of parents

School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to enable a child to learn from their mistakes parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Local Governing Body

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Internal, Fixed-term and permanent exclusions

The Headteacher, or Senior Leader in their absence has the power to internally exclude a child for a fixed period. Internal exclusions are used where a serious act of inappropriate behaviour has occurred but it has not endangered the safety of others or the child in question; or there are other mitigating factors which lead the Headteacher or Senior Leader to conclude an exclusion away from the school site is either not appropriate, proportionate or both. Internal exclusions may also be used where all other avenues have been exhausted, or

it is felt they would not be an adequate response. Internal exclusions will also be considered where this is deemed to be best for the welfare, safety and wellbeing of the child in question. They will always be the first option when any form of exclusion is being considered. The focus of the internal exclusion will be to give time for reflection and remorse, as opposed to punishment.

The Headteacher, or Senior Leader in their absence, has the power to exclude a child from school away from the school site. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, and their behaviour can be managed by other strategies. If approaches towards behaviour management have been exhausted, then suspension or permanent exclusion will sometimes be necessary as a last resort. This is to ensure that pupils are protected from disruption and can learn in a safe, calm and supportive environment. There may be occasions, in cases of serious incidents, where a suspension or exclusion may be considered for a first or 'one off' offence. Such incidents will be treated on an individual basis. The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment • Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Where a serious incident has occurred this will be investigated and a decision on the appropriate level of sanction will be made, by the Headteacher, on the facts of the particular case.

If the Headteacher suspends or excludes a child, parents are informed immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the local Chair of Governors. In the letter the school informs the parents how to make any such appeal. The school also informs the parents that if they consider the exclusion has occurred as a result of discrimination then they may make a claim to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded. The Headteacher informs the LA and consults with the named Governor for exclusions about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

Reintegration after a Suspension

Staff will support pupils to reintegrate successfully into school life following a suspension. We use a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters

a renewed sense of belonging within the school community; and builds engagement with learning. The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school.

Monitoring

The Headteacher has the day-to-day authority to implement the Behaviour Policy and will monitor the effectiveness of the policy on a regular basis. They also report to the Local Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Body to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.