



Behaviour Policy

2025/26

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Rationale

At the Open Door Academy, we recognise the importance of positive behaviour and its impact upon teaching and learning and general well-being. By promoting good behaviour, we can enable the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility. Good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment.

The provision of a safe learning environment is the shared responsibility of all staff at The Open Door Academy. All staff should be consistent in their approach and demonstrate good role models for the children.

Equal opportunities and Inclusion

We acknowledge legal duties under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs. It is the right of all children to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of our provision.

Intent

To encourage a safe, calm, purposeful and happy atmosphere within the provision.

Implementation

- Clear expectations are established and acted upon positively, fairly and consistently
- All members of The Open Door Academy are treated with respect and consideration
- Property is respected
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and positive way
- Parents are fully involved in the process of promoting high standards of behaviour
- Caring and positive attitudes are fostered, towards everyone, where achievements at all levels are acknowledged and valued
- Safety is ensured by making boundaries of acceptable/appropriate behaviour clear
- All staff are relational and restorative in their interactions
- Expectations of good behaviour are made clear
- A restorative approach is used when dealing with inappropriate behaviour
- Parents are involved in any support programmes
- Children and staff are encouraged to report examples of positive behaviour

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents.

These are as follows:

Leaders/Staff responsibilities:

- To be a high visible role model to staff, children and parents embodying values in all their interactions
- To engage termly with all stakeholders regarding the behaviour
- To ensure that all staff receive appropriate induction regarding the behaviour policy and the importance of rigorous modelling and enforcement
- To ensure that all staff have the tools and resources to support all children effectively
- To ensure that all staff receive regular and appropriate training in the management of behaviour
- To monitor behaviour patterns and plan appropriate support
- To provide challenging and relevant activities which engage children
- To create an environment that is safe, secure and engaging
- To treat all children fairly and with respect, taking into consideration their needs
- To foster good relationships with parents/carers

Parents' responsibilities:

- To be aware of the rules and expectations
- To work with staff to support the implementation of the policy
- To foster good relationships with The Open Door Academy

Encouraging Positive Behaviour

- Children's good behaviour is noticed, encouraged and rewarded.
- Respect is promoted for all individuals by:
 - o including their culture and background
 - o modelling desired behaviour
 - o listening to children and communicating that you have heard what they have said
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences
- Raising self-esteem by ensuring pupils experience and recognise their own success
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible

Incentives/Rewards/Support

Positive behaviour is rewarded in several ways and will be based on the individual child's interests and needs. These may include;

- Stickers and certificates
- Notes and phone calls home to recognise good behaviour
- Sending good work to other staff members for reward or praise

It is important to teach children positive behaviours. When inappropriate behaviour is seen, staff ask children to stop the behaviour and discuss the incident, using visual aids where necessary.

Parents will be involved with all discussions. Parents and staff will decide next steps to support children. All conversations/briefings will be followed by restorative conversation with children.

Restorative Approaches aim to:

- improve behaviour and attitudes;
- provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- improve relationships; establish rights, accountabilities and responsibilities to the community;
- provide a safe philosophical basis for staff pupils and parents to share ideas and discuss issues

Further steps

Behaviour that may lead to incidents where a child or staff are unsafe will be discussed with parents and the local authority. Staff and parents will work together to make a plan to support pupils. Outside agencies may be consulted to support with this plan.

The placement of pupils in our setting are dealt with on an individual basis, taking into account all factors pertaining to children and incident. If suitability of placements need to be discussed, parents and the local authority will be fully involved, with final decisions lying with the Directors of The Open Door Academy.