



BEHAVIOUR POLICY

Responsible: Governing Body

Agreed: November 2022

To be reviewed: Annually (or earlier if legislation changes)

Reviewed: May 2025 (clarification of procedure), June 2025 ('Steps' reviewed, including child-friendly version, summary re. responding to behaviour added as appendix, September 2025 in line with schedule.

In this policy, Designated Safeguarding Lead (DSL) also includes any Deputy Designated Safeguarding Leads.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the ethos and values of our school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Defining acceptable behaviour

As a Church School, everything we do is underpinned by our theologically rooted Christian vision. This includes the management of behaviour. As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

At the beginning of an academic year, each class will agree upon a 'code of conduct'. This will be in a series of positive statements and will link to our school's core values of RESPECT, COMPASSION and COURAGE and also to our mission statement of "Striving for excellence together in a caring Christian community."

Class codes of conduct are shared with parents through, for example, class letters and the online learning platform. Our core values and mission statement are communicated regularly to parents.

Appropriate behaviour depends on the example of us all. Everyone has a positive contribution to make. We expect all members of our school community to demonstrate our core values and Christian ethos in all that they do. Additionally, all members of our school community are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

4. Defining misbehaviour

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body and senior leadership team.
- Ensuring that the day-to-day application of the policy is consistent and in line with the steps outlines in Appendix 1.
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

- Adhering to the steps outlined in Appendix 1.
- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Children

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-phase arrivals.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the behaviour management steps and their own classroom code of conduct.
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise, which may be in front of a group, class or whole school
- Team points, which contribute towards personal reward and team reward
- Communicating praise to parents
- Certificates (e.g. Pupil of the Week) presented in Collective Worship

- Positions of responsibility, such as being entrusted with a particular role, decision or project
- Whole-class or year group rewards (e.g. Golden Time)
- Extra activities organised for those showing good behaviour
- Recognition by the Headteacher

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. To ensure consistency, staff and visitors (e.g. PE coaches) will follow the steps outlined in Appendix 1.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Moving the child to another location in the classroom
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime
- Forfeiting part of break or lunchtime to reflect
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Our approach to behaviour management is based on **addressing issues on an individual basis**, using the agreed stepped system to ensure fairness, consistency, and clarity for children.

Whole-class sanctions should not be used, except in **exceptional circumstances** where a specific activity (e.g. football, basketball) is persistently causing issues and needs to be temporarily withdrawn as a consequence. When behaviour concerns arise, staff must take care to **respond directly to the individuals involved**, rather than applying consequences to an entire group.

To support this approach, please note the following practices are **not in line with our behaviour policy** and should not be used:

- Placing names on the board for negative behaviour

- Standing children outside classroom doors as a sanction
- Keeping whole classes in at break or lunch due to the behaviour of a few (or even many)

All staff are expected to contribute to a consistent culture of high expectations. This includes:

- Reinforcing **readiness to learn**
- Supporting **positive transitions**, particularly at the end of breaktimes
- Maintaining **clear, calm expectations in communal areas**

Consistency is essential – children need to see that expectations are the same across all staff, classrooms, and settings. This helps to create a safe, respectful learning environment for all.

To support consistency and accountability, **all behaviour incidents requiring formal recording must be logged on CPOMS** in a timely manner. Entries should include **sufficient detail** to allow appropriate follow-up and enable patterns to be identified. This ensures that interventions can be targeted and effective, and that all staff have the necessary context to respond appropriately.

The graduated approach to negative behaviour used at our school is set out in Appendix 1. This is also displayed in every classroom.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. The school ensures that a significant number of staff have received specific training in positive handling techniques. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents.
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, DSL (including Deputy DSL) or ELSA, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- › Hats, scarves, gloves, shoes, boots

Searching children' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Trays
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, DSL or ELSA will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time in accordance to the steps shown in Appendix 1.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Children who have been removed from the classroom are supervised.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as

- Meetings with pastoral staff
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans

- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

When children require removal from the class for redirection to another class or to the headteacher, it is crucial to adhere to the following procedures: Staff members are reminded to contact the intended receiving class to verify that the transfer is suitable, instead of physically bringing the child without prior confirmation. It is imperative not to wander around the school with the removed child with the assumption that the destination class/location is accessible.

In situations where immediate removal from the class is necessary, it is permissible to do so. However, it is essential to delegate the checking of the child's designated location to another staff member before proceeding. Children should not be directed towards classes led by Higher Level Teaching Assistants (HLTAs) or supply staff.

Child safety and welfare are paramount; hence, it is vital to communicate and confirm transfer arrangements beforehand to prevent unnecessary disruptions. The above ensures a smooth and organised process when redirecting children to alternative classes or staff members and maintains a secure and structured learning environment for all children.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our DfE guidance at <https://www.gov.uk/government/publications/school-exclusion> for more information.

9. Responding to misbehaviour from children with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where children can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting children following a sanction

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

If necessary, this could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming children

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the children at the school

- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Senior Leaders.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by Senior Leaders and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

14. Links with other policies

This behaviour policy is linked to other policies, including:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Online Safety Policy

APPENDIX 1

Steps to be recorded on weekly sheets and shared grid to support identification of patterns/triggers etc.

Graduated Approach to Negative Behaviour	In Class / During Teaching	Playground / Dining Hall Breakfast Club After-school Clubs
'Step 0'	Friendly reminder – not recorded	
Step 1	Verbal reprimand	Verbal reprimand
Step 2	Second verbal reprimand	(IN) Moved to another table/area (OUT) Time out
Step 3	Child moved within class, ideally to a separate desk.	SLT called for to support/ further reprimand. INCIDENT MUST BE RECORDED ON CPOMS
Step 4	Child misses a small proportion of break time (e.g. 5 minutes). This may have to roll into the next day if reached in the afternoon.	SLT member removes child and parent/carer informed. Options: missed breaks (supervised length of time to be specified). INCIDENT MUST BE RECORDED ON CPOMS
Step 5	Child sent to another appropriate classroom for a limited time. Classteacher to speak to parent/carer. Possible further sanctions. INCIDENT MUST BE RECORDED ON CPOMS	
Step 6	Child removed by HT/DHT. Classteacher to speak to parent/carer in the first instance. Sanction put in place by school. INCIDENT MUST BE RECORDED ON CPOMS	
Racial, homophobic or religious intolerant language must be reported on CPOMS immediately and HT/DHT verbally informed to follow LCC protocol.		
Significant physical or verbal violence – HT/DHT called, instant removal, parent informed and sanction applied - possible fixed term exclusion. CPOMS		
If deemed persistent misconduct, HT/DHT & Behaviour Lead involved, working with Classteacher, pupil, parent. Next steps might involve PSP, Ladder of Behaviour Intervention (Plan, Do, Review model), individual intervention (e.g. isolation and gradual reintegration, fixed term planning). CPOMS		

★ Our Behaviour Steps – What Happens If Things Go Wrong? ★

At our school, we all try our best to show **Respect, Compassion and Courage**.

Sometimes, we might make mistakes with our behaviour.

If that happens, adults will help us get back on track using these steps:

◆ Friendly Reminder ◆

Your teacher or an adult will remind you of the right thing to do.

You haven't been given a step yet – this is just a gentle reminder.

◆ Step 1 – First Warning ◆

You'll be spoken to firmly and clearly.

You'll be told what's not OK and reminded what to do instead.

◆ Step 2 – Final Warning ◆

This is a clear message that your behaviour needs to change **now**.

◆ Step 3 – Moved Within Class ◆

You'll be moved to a separate place in the class to work quietly.

◆ Step 4 – Miss Some Break Time ◆

You may lose **a few minutes** of your break to reflect on your behaviour.

If it happens in the afternoon, this might happen the next day instead.

◆ Step 5 – Sent to Another Classroom ◆

You will be sent to work in another class for a short time.

Your teacher will speak to your grown-up.

Other consequences may follow depending on what happened.

◆ Step 6 – Taken Out by Headteacher or Deputy ◆

You'll be removed from class completely.

Your grown-up will be told, and a stronger consequence will be put in place.

You'll be helped to understand how to make things right.

! Serious Behaviour !

Some things mean you will go straight to Step 6 or even higher:

- Hurting someone physically or with words
- Using racist, homophobic or unkind language about religion
- Repeatedly making school unsafe or disrupting learning for others

Adults in school will work with you and your family to help you improve and keep everyone safe.

APPENDIX 2: WEEKLY TICK LIST PROFORMA

Year Group: ____

Week beginning: _____

Child's name	Monday						Tuesday						Wednesday						Thursday						Friday											
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

1 Verbal reprimand; 2 Final verbal reprimand; 3 Move within class; 4; Five minutes play; 5; Sent to another class (CPOMS); 6 Sent to DHT/HT (CPOMS)

(See policy for more detail)

- Use circles or crosses to indicate steps – not ticks.
- Children must be told what the next step is if behaviour continues.
- Steps continue into the afternoon (not lunch) unless agreed by H/T in specific cases
- Parents must be informed if a child has been sent to another class.
- The behaviour tracking spreadsheet must be updated at the end of the week.

APPENDIX 4:

PROMOTING POSITIVE BEHAVIOUR & RESPONDING TO MISBEHAVIOUR

How We Promote Positive Behaviour

- We believe that every child can grow in **mind, body and spirit**, and that behaviour is best supported through **relationships, consistency and care**. All staff work together to model respectful behaviour, apply the steps consistently, and build a safe, inclusive environment where every child is supported to thrive.
- Behavioural expectations are expressed in child-friendly language and grounded in our school vision and values.
- We foster a **positive connections** through greetings, routines, and warm welcomes.
- Positive relationships are built through:
 - Greeting children by name.
 - Maintaining high expectations in a calm, encouraging way.
 - Celebrating good behaviour consistently.

Recognition and Reward Systems:

- Verbal praise (individual, group, and whole-school).
 - Team points contributing to individual and team success.
 - Certificates (e.g. Pupil of the Week).
 - Communication of praise to parents.
 - Special responsibilities and privileges.
 - Whole-class rewards like Golden Time.
 - Recognition by senior leaders and during Collective Worship.
-

Pre-emptive and De-escalation Strategies

- Clear routines and classroom environments that reduce anxiety.
 - Non-verbal cues and pre-agreed signals.
 - Visual prompts and reminders of expectations.
 - Low-level interventions such as a quiet word or proximity.
 - Offering movement breaks or changes of environment when needed.
 - Using calm scripts to address behaviour with minimal confrontation.
-

How We Respond to Misbehaviour

- All behaviour responses follow our **graduated stepped approach**.
- Behaviour is addressed **discreetly**, respectfully, and proportionately.
- We respond with the aim to **restore calm, prevent escalation, and support reflection**.

Examples of Sanctions (see graduated stepped approach for implementation):

- Verbal reprimands and reminders.
- Time out or moving within the classroom.

- Loss of a small amount of break time.
- Completion of work during free time.
- Temporary removal from class (with structured reintegration).
- Contact with parents and creation of support plans where needed.

What We Avoid:

- ✗ Public shaming (e.g. names on the board)
 - ✗ Whole-class punishments
 - ✗ Sending children to stand outside unsupervised
-

What Do We Mean by *Verbal Reprimand* in Our Behaviour Steps?

A **verbal reprimand** is a **firm, calm and professional statement** used to clearly communicate that a child's behaviour has fallen below expected standards.

It is not shouting, sarcasm, or a public telling-off. It is a purposeful and respectful correction designed to **interrupt the behaviour, remind the child of expectations, and offer a chance to adjust** before consequences escalate.

A Good Verbal Reprimand Should:

- Be **clear and direct**, naming the behaviour:
"I've asked you not to talk while I'm speaking. That's not respectful – please stop now."
- Refer to the **school's values or expectations**:
"We show respect by listening carefully. Right now, that's not happening."
- Be delivered **calmly and without emotion**, maintaining authority without confrontation.
- Be **private or discreet** where possible – avoid drawing unnecessary attention unless needed for safety or clarity.
- Include a reminder of what to do next:
"Let's make a better choice – back to your task now, please."

Purpose in the Stepped System

- **Step 1 = Initial Verbal Reprimand**: A polite but firm correction to reset behaviour.
 - **Step 2 = Final Verbal Reprimand**: Clear warning that a consequence will follow if behaviour does not improve (e.g. move or time out).
-

Supporting Every Child

- We recognise that behaviour is **communication**.
- Children with SEND may need adapted responses.
- Support plans are created for children with persistent or complex needs.
- After sanctions, we support reflection and repair through strategies such as:
 - Check-ins with a trusted adult
 - Personalised targets and behaviour goals
 - Reintegration discussions and/or meetings

APPENDIX 5: BEHAVIOUR SUPPORT IN LINCOLNSHIRE

BEHAVIOUR IN SCHOOLS

Government Documents

When you enter any document link you may also find further useful documents by looking at the right-hand side of the page at the 'Related Content' section.

[Keeping Children Safe in Education](#)- Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

[Working Together to Safeguard Children](#)- Statutory guidance on inter-agency working to safeguard and promote the welfare of children.

[Behaviour in Schools](#)- Guidance on how school staff can develop a behaviour policy.

[Mental Health and behaviour in Schools](#)- Guidance for how schools can support pupils whose mental health problems manifest themselves in behaviour.

Lincolnshire Behaviour Outreach Support Service (BOSS)

[Lincolnshire BOSS](#) is an organisation that supports schools in a variety of ways. They aim to enable them to more effectively support pupils that display behaviour that challenges, with a view to delivering an inclusive approach to learning.

On the website there are a variety of resources and contact details.

There are a variety of videos available on the [Lincolnshire BOSS You Tube Channel](#).

Early Help/ Team around the Child (TAC)

Early Help is defined as anything that supports children, young people, and their families to achieve their potential, by either preventing difficulties, or stopping them getting worse.

Early Help is about providing the right help, at the right time, in the right place. Our belief is that children and young people are best supported by people they know and trust.

All children and young people may need extra help and support at some point in their lives. All of us are committed to continuing to identify and provide support to children and young people who are at risk of poor health and wellbeing.

Individual schools will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

We refer to the guidance for Early Help at www.lincolnshire.gov.uk/tac or seek help via TACadmin@lincolnshire.gov.uk or earlyhelpconsultants@lincolnshire.gov.uk

Lincolnshire Early Help Strategy - [Early help strategy 2021/23 \(lincolnshire.gov.uk\)](#)

Caring 2 Learn

[Caring 2 Learn](#) offers a toolkit, an award system for schools and training courses as part of this. This links into understanding the behaviour of pupils and how best to support them.
caring2learn@lincolnshire.gov.uk

The Stay Safe Partnership

The [Stay Safe Partnership](#) brings together organisations and voluntary agencies which deliver age-appropriate safety workshops, staff training, e-learning and online resources.

All courses and trainers are quality-checked and assured, which means you get high-quality and effective workshops and training for your young people and your staff. ssp@lincolnshire.gov.uk

United against Bullying (UAB) Programme

This is the Anti-Bullying Alliance's free whole school anti-bullying programme. It supports schools to reduce bullying and improve wellbeing. For more details and to sign up click [here](#).

The Family Services Directory

The Family Services Directory is a useful tool for discovering further sources of local and national support for behaviour matters and related areas, it can be accessed here-
<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>



Safeguarding in Schools
safeguardingschools@lincolnshire.gov.uk

HOW OUR VISION UNDERPINS THIS POLICY

The Behaviour Policy at St. Peter & St. Paul CE Primary School is rooted in the school's commitment to *'Striving for excellence together in a caring Christian community.'* It is driven by the school's vision and values, as outlined below:

1. **Christian Ethos:** The policy is underpinned by the school's theologically rooted Christian vision, with explicit references to fostering growth in mind, body, and spirit. It seeks to create a caring environment where individuals strive for excellence, in alignment with the school's mission of "Striving for excellence together in a caring Christian community."
2. **Core Values Integration:** The school's core values of *Respect, Compassion, and Courage* are central to the policy. These values are reflected in the behaviour expectations for pupils and staff, class codes of conduct, and interactions within the school community.
3. **Positive Behaviour Reinforcement:** The policy promotes positive behaviour through praise, team points, certificates, and recognition in collective worship. These approaches embody the school's aim of cultivating responsible citizens who contribute positively to society.
4. **Whole-School Collaboration:** The emphasis on shared responsibilities among staff, pupils, and parents reinforces the community-driven ethos of the school. The policy encourages a partnership between the school and families to maintain a respectful and supportive environment.
5. **Moral and Social Development:** The behaviour expectations align with Christian principles, fostering respect for others, a sense of responsibility, and compassion for the community.
6. **Respect for Diversity:** The policy highlights a zero-tolerance approach to bullying, discrimination, and harassment, promoting inclusivity and safeguarding in line with Christian values of love and equality.