



Bexton Primary School

'Together we can make a difference'

Behaviour for Learning Policy

Name of school: Bexton Primary School

Date of review: Autumn 2026

New review date: Autumn 2027

Vision and Purpose

At Bexton Primary School we believe that every child has a right to be treated fairly with respect and dignity. They deserve to feel safe both physically and emotionally, to have their needs recognised and to receive the support necessary for them to flourish and succeed in their learning.

We believe in an **inclusive, positive and relational approach to behaviour**. Behaviour is everyone's responsibility and all members of the school community play a role in promoting, modelling, teaching and supporting positive behaviour.

Our Behaviour for Learning policy aims to create a **structured, calm, positive and productive learning environment** where pupils feel safe and valued and where strong relationships between staff and pupils support high expectations for behaviour and learning.

Our approach to behaviour is also underpinned by our Personal Development Pathway, which sits at the heart of our school vision and culture. Through the Pathway, we aim to develop pupils not only academically, but also as confident, respectful and responsible individuals who embody the qualities of a true "Bexton citizen." The five strands of the Pathway - Performance, Social, Community, Team and Communication help pupils develop the behaviours, attitudes and interpersonal skills needed to thrive both within school and beyond. Our behaviour curriculum is therefore closely linked to character development, helping children learn how to regulate themselves, communicate effectively, contribute positively to their community and show resilience when faced with challenge.

This approach reflects our school values:

- Be kind
- Be positive
- Be hardworking
- Be respectful
- Never give up

We believe that **self-regulation, responsibility and respect are at the heart of good behaviour**. Children are expected to treat others with kindness and respect because they understand that this is the right way to behave.

"If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour."
— Paul Dix

Core Principles

The school policy is built on the following key principles.

High Expectations -

School leaders and staff will have high expectations for pupil behaviour and will apply these expectations consistently, ensuring that pupils understand what is expected of them. Mutual respect between pupils, teachers and staff is crucial and everyone is expected to treat others with dignity, kindness and understanding.

Behaviour is Explicitly Taught -

Behaviour is seen as a curriculum that must be explicitly taught. At the start of each academic year pupils are introduced to school rules, routines and expectations through classroom discussions and assemblies. Pupils are taught what behaviours will help them succeed, what behaviours are not acceptable and the consequences associated with each.

Staff aim to avoid ambiguity by being clear and specific about expectations in classrooms and around the school environment. Once routines and expectations have been established they will be reinforced consistently so that pupils feel secure in a predictable learning environment.

Strong Relationships -

Building strong and positive relationships between adults and pupils is central to effective behaviour management. Pupils are more likely to engage positively in learning when they feel safe, valued and understood.

Each classroom uses a positive noticing or recognition board to highlight pupils demonstrating positive behaviours throughout the day. It is important that all children are recognised for their individual successes and contributions.

Positive Reinforcement -

Children naturally look to their peers for cues about what behaviour is acceptable. Staff therefore actively notice and praise pupils who are demonstrating positive behaviour and meeting expectations. Adults may use normative language, such as:

"In this school we are respectful. Thank you for listening so well."

Recognising positive behaviour encourages pupils to repeat behaviours that support a calm and productive learning environment.

Clear Routines and Consistency -

Clear routines are established for key aspects of school life including:

- lining up
- moving around school
- transitions between activities
- working with a partner

- caring for resources and the environment
- entering and leaving assemblies

These routines are explicitly taught at the start of the year and revisited regularly. Expectations, routines and consequences are re-taught at least each half term to maintain consistency across the school.

Pupil Ownership and Class Promises -

At the beginning of each year, classes discuss the school values and develop their own Class Promise, which reflects how pupils will support positive behaviour in their classroom and the wider school community, including when representing the school off-site.

This supports pupils in developing a sense of responsibility for their behaviour and their contribution to the school community.

Active Classroom Management -

Teachers ensure they maintain a clear view of the whole class when teaching. Low-level disruption can occur when attention is focused on one group of pupils, so maintaining awareness of the classroom environment helps prevent these situations.

Staff use proactive strategies to prevent disruption and support pupils to remain engaged in learning.

Consistency and Fair Consequences -

Occasionally pupils will test boundaries. It is important that consequences are certain, consistent and proportionate. Staff should be confident in applying the behaviour policy and should seek support from colleagues or senior leaders when necessary.

Where behaviour becomes a concern over time, staff will involve parents and share examples of behaviours observed and strategies that have been used so far.

Calm De-escalation and Safety -

In situations where behaviour escalates and there is a risk of harm to the pupil or others, adults will follow de-escalation strategies, remaining calm, speaking slowly and requesting support from colleagues if necessary.

If pupils are at risk of harming themselves or others, staff trained in appropriate techniques may use safe and proportionate physical intervention as a last resort. Adults will always record these incidents in line with school procedures.

Promoting Positive Behaviour

At Bexton Primary School we actively promote positive behaviour and recognise pupils who demonstrate our school values.

Teachers greet pupils each morning with a meet and greet at the classroom door, creating a welcoming start to the day and reinforcing positive relationships.

Adults actively look for pupils who go “over and above” expectations. This includes behaviours that demonstrate our school values, show initiative or positively impact the wider school community.

Positive behaviour is recognised in a variety of ways, including:

- House points
- Verbal praise
- Recognition boards

- Trailblazer awards
- Postcards home
- Headteacher awards
- Positive phone calls home from teachers or senior leaders

These strategies help reinforce positive behaviours and create a supportive, encouraging school culture.

Teacher Strategies

Effective classroom practice plays a key role in promoting positive behaviour. Staff are expected to use a range of strategies to support pupils in meeting expectations.

- Teachers will plan lessons that actively engage pupils, with clear objectives and structured activities that cater for different needs. Engaging learning experiences help minimise disruption and support pupils to remain focused.
- Clear routines will be established and practised regularly to create a calm and predictable learning environment. Pupils should know what is expected of them during lessons and transitions.
- Adults will use consistent language and a calm tone when addressing behaviour. Expectations should always be clear and communicated respectfully.
- Consequences will be applied fairly and consistently when expectations are not met. The aim of consequences is to teach pupils the importance of self-discipline, respect and responsibility, rather than simply to punish.
- All adults in school are expected to model the behaviours they wish to see in pupils. This includes demonstrating patience, respect and professionalism.
- Staff will also take time to build strong relationships with pupils, showing genuine interest in their wellbeing and recognising that understanding pupils' backgrounds and needs supports effective behaviour management.

Graduated Approach to Behaviour

At Bexton Primary School we follow a graduated approach to behaviour management. Our starting point is always positive reinforcement and supportive redirection. However, when behaviour does not improve, clear and consistent consequences are applied.

This approach helps pupils understand expectations and supports them in learning how to regulate their behaviour.

Stage 1 – Reminder and Redirection

Low-level behaviour (for example calling out or distraction) is addressed through a calm reminder of expectations and redirection towards appropriate behaviour.

Stage 2 – Warning

If behaviour continues, a clear verbal warning is given and the pupil is reminded of the expected behaviour and possible consequences.

Stage 3 – Reflection Time

Repeated low-level behaviour may result in a short reflection period, such as five minutes of missed playtime, where the pupil has an opportunity to discuss their behaviour with an adult and reflect on expectations.

Stage 4 – Restorative Conversation

Ongoing concerns may lead to a restorative conversation with a senior leader or appropriate member of staff to discuss the impact of behaviour and how relationships can be repaired.

Stage 5 – Leadership Involvement

Persistent behaviour concerns will involve senior leaders. Incidents will be recorded on CPOMS and parents may be contacted to discuss the situation and agree next steps.

Stage 6 – Serious Behaviour

Behaviour that causes harm to others, damages property or seriously disrupts learning will involve immediate leadership support and may require further intervention.

Supporting Pupils with Additional Behaviour Needs

Bexton Primary School recognises that some pupils may need additional support to regulate their behaviour.

Staff are trained in de-escalation strategies and approaches to supporting pupils with challenging behaviour. Children's individual needs, including SEND, will always be taken into account when responding to behaviour incidents.

Staff will also be mindful that a pupil's behaviour can sometimes indicate an unmet need, such as a mental health difficulty, an undisclosed caring responsibility (a young carer), a medical condition, or that a pupil is questioning their gender identity. Where staff have any concern of this kind, they will speak to the Designated Safeguarding Lead or a member of the pastoral team, in addition to applying this policy.

Where pupils require additional support beyond the whole-school approach, the school may implement:

- Individual Behaviour Plans
- RAMPs (Risk Assessment and Management Plans)
- personalised reward systems
- additional adult support
- involvement from external agencies

These strategies are developed in partnership with parents and reviewed regularly.

Further information can be found in the school's SEND policy.

Managing Behaviour Incidents

Bexton Primary School follows the principle of "praise in public, coach in private."

Our priority in any behaviour incident is to:

1. Ensure the safety of all pupils and staff
2. De-escalate the situation
3. Teach appropriate behaviour and responses
4. Restore relationships where possible

We are an inclusive school and pupils are not generally removed from the classroom as a punishment. However, a short time-out may be used to help a pupil calm down and reset before continuing with their learning.

In exceptional circumstances, pupils may need to work temporarily in another classroom or supervised area at the discretion of senior leaders.

Staff trained in positive handling may use safe physical intervention only where it is absolutely necessary to prevent harm. All incidents involving physical intervention will be recorded.

Significant behaviour incidents will be recorded on CPOMS. Senior leaders regularly review behaviour records to identify patterns and ensure appropriate support is in place.

Misbehaviour

Misbehaviour may include:

- disruption in lessons or around school
- non-completion of classwork or homework
- poor attitude
- incorrect uniform
- answering back
- not responding to instructions
- distracting others
- low level disruption
- deliberate or persistent lying
- inappropriate language
- stealing
- name calling
- aggressive play

Serious Misbehaviour

Serious misbehaviour includes:

- repeated breaches of school rules or values
- any form of bullying
- sexual assault
- vandalism
- theft
- fighting
- smoking
- racist, sexist, homophobic, faith-based or other prejudice-based or discriminatory behaviour
- possession of prohibited items

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco or cigarette papers
- fireworks
- pornographic images
- any item likely to cause injury or damage

Any concern that a pupil is carrying, using or threatening to use a weapon, or any other indication of serious violence, must be reported immediately to the Designated Safeguarding Lead (or a deputy), who will assess the level of risk and take appropriate action, including supporting staff to de-escalate conflict between pupils. Serious violence will always be treated as a safeguarding concern as well as a behaviour issue, and the needs of both the pupil who has caused harm and any pupil who has been harmed will be considered.

Child-on-child abuse — including sexual harassment, sexual violence, and other forms of harassment or violence between pupils — will always be treated as both a behaviour issue and a safeguarding concern, in line with Keeping Children Safe in Education (2026). Any concern of this kind must be reported to the Designated Safeguarding Lead and will never be dismissed as normal behaviour between pupils.

Mobile Phones and Smart Devices

In line with the Department for Education's statutory guidance on mobile phones in schools, Bexton Primary School operates as a mobile phone-free environment by default. Pupils are not permitted to use mobile phones, smart watches or other devices with similar functionality at any point during the school day, including lessons, breaktimes, lunchtimes and time between lessons.

Where a small number of pupils, for example those who walk home independently, bring a mobile phone to school with parental agreement, the phone must be handed in on arrival and collected at the end of the day. Phones must never be seen, heard or used on the school premises during the school day. Staff will also model this expectation by not using personal mobile phones for personal reasons in front of pupils during the school day.

Bullying

Bexton Primary School takes bullying seriously and is committed to creating a safe environment where all pupils feel valued and respected.

Bullying is defined as:

"The repetitive, intentional harming of one person or group by another person or group where there is an imbalance of power."

Bullying is therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult for the victim to defend themselves against

Bullying can take several forms, including:

Physical bullying – hitting, kicking, pushing or damaging belongings.

Verbal bullying – name-calling, insults or threats.

Social or relational bullying – spreading rumours, excluding others or manipulating friendships.

Cyberbullying – using technology, such as phones or online platforms, to harm others.

Prejudice-based bullying – bullying related to protected characteristics such as race, religion, disability, gender or sexual orientation.

Further information about preventing and responding to bullying can be found in the school's Anti-Bullying Policy.

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: • 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
Hazing	Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

Exclusion

Exclusion is a serious sanction and will only be used as a last resort, in line with Department for Education statutory guidance and the CAT Suspensions and Exclusions policy.

Suspension or permanent exclusion may be considered where a pupil has seriously breached the behaviour policy or where their presence in school would risk the safety, wellbeing or education of others.

The school will always consider individual circumstances, including SEND and safeguarding needs, before making such decisions.

The Role of Parents

The school aims to work collaboratively with parents so that pupils receive consistent messages about behaviour at home and at school.

Parents are expected to support the school's behaviour expectations and work in partnership with staff to support their child.

The school will communicate with parents if concerns arise regarding behaviour and will work together to identify appropriate strategies for support.

Monitoring and Review

This Behaviour for Learning policy will be reviewed annually by the school leadership team to ensure its continued effectiveness.

Feedback from pupils, staff and parents will be used to inform ongoing improvements.

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

This policy is written in line with Cheshire Academy Trust's 'Statement of Behaviour Principles' below which can also be found on the school's website.

CAT Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Cheshire Academies Trust, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out- of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- Guidance on the use of reasonable force will be agreed upon by the Headteacher and Local Governing Board, and clearly set out within the school's Behaviour Policy.