



Buglawton Primary School

'Be the best we can'

Behaviour Policy

Policy Updated by: R McAvoy
Governor: G Hayes
Approved by Governing body: Autumn term
Review Date: Autumn term 2027
Applies to: All pupils and all staff

1. Introduction

Buglawton Primary School works to be a place where every child is given every chance, every day. Our behaviour culture is rooted in positive relationships, high expectations, consistency, fairness, inclusion and respect. We believe that children need to be explicitly taught what positive behaviour looks like and given appropriate opportunities to practise it.

We recognise that behaviour is complex and that all behaviour is a form of communication. We seek to understand the reasons for behaviour while maintaining clear and consistent expectations for all pupils.

Our approach is designed to create a calm, safe, purposeful and inclusive environment in which every child can learn, staff can teach effectively and everyone feels respected and valued.

This policy sets out:

- the school's expectations for behaviour;
- our behaviour curriculum;
- how positive behaviour is recognised;
- how unacceptable behaviour is addressed;
- the consequences that may be used;
- how we respond to bullying and child-on-child abuse;
- how we support pupils with SEND and disabilities;
- how we respond to behaviour outside school and online;
- our arrangements for mobile phones and smart devices;
- searching and confiscation;
- reasonable force;
- suspension and permanent exclusion;
- roles and responsibilities;
- recording, monitoring and review.

The policy applies whenever pupils are under the school's lawful authority, including on school premises, during school activities, educational visits, residential visits and, where appropriate, when travelling to and from school or engaging in behaviour outside school which affects the school community.

2. Bees to Success

Our school values are expressed through our '**Bees to Success**'.

Children are encouraged to:

Be ready and willing to learn.

Be curious and inquisitive.

Be determined and resilient.

Be resourceful and independent.

Be reflective.

Be a cooperative team player.

These values underpin our behaviour curriculum and help children understand not only what behaviour is expected, but why it matters.

3. School Rules

Our three school rules are:

READY

Be ready to learn, listen and do your best.

SAFE

Make good choices that keep yourself and others safe.

RESPECT

Show respect for yourself, others and the school environment.

These rules apply throughout the school day and during school activities, including assemblies, lunchtimes, playtimes, educational visits, other activities organised by or on behalf of the school and during our wrap around care offer.

4. Our Vision for Behaviour

At Buglawton Primary School we aim to:

Be inclusive

We have high expectations for all in a safe and secure environment where everyone can thrive.

Provide rich experiences

We provide holistic and engaging experiences where all feel valued and supported in a culture of enjoyment and fun.

Demonstrate excellence

We demonstrate a consistent, relentless pursuit of excellence built upon positive and respectful relationships.

5. Rationale

At Buglawton Primary School, we aim to:

Reduce

exclusions;

disruptive behaviour;

conflict;

bullying;

low-level disruption.

Improve

behaviour;

learning;

attendance;

outcomes.

Develop

honesty;

responsibility;

accountability;

empathy;

emotional literacy;

conflict resolution skills;
positive learning behaviours;
independence.

We recognise that:

all behaviour is a form of communication and we endeavour to understand the cause of behaviour before supporting children to improve their behaviour choices;
exemplary behaviour allows children to maximise learning opportunities and learning time;
positive relationships and knowing children well are fundamental to effective behaviour management;
understanding factors that may influence behaviour enables staff to support children according to individual need;
children need to be taught positive learning behaviours so that they understand expectations;
behaviour must be separated from the child so that staff distinguish between who the child is and what the child does;
behaviour expectations should be clear, predictable and consistently applied;
consequences should be proportionate, reasonable and related to the behaviour;
children with SEND, disabilities or other additional needs may require reasonable adjustments and additional support;
safeguarding concerns may present through behaviour and must be considered as part of the school's safeguarding procedures.

6. Legal and Guidance Framework

This policy has been developed with regard to the legal duties and current Department for Education guidance applying to schools in England, including:

Behaviour in Schools: Advice for Headteachers and School Staff;

School Suspensions and Permanent Exclusions;

Keeping Children Safe in Education 2026;

Mobile Phones in Schools;

Searching, Screening and Confiscation;

Restrictive interventions, including the use of reasonable force, in schools;

Preventing and Tackling Bullying;

SEND Code of Practice;

Equality Act 2010;

relevant safeguarding, health and safety and attendance legislation and guidance.

The school will keep this policy under review where legislation or statutory guidance changes.

7. Equality, SEND and Individual Need

Buglawton has high expectations for every pupil. We recognise that some children may need reasonable adjustments, additional teaching or bespoke support to meet those expectations.

Where behaviour is persistent or a child is struggling to regulate, staff will consider age, developmental stage, SEND or disability, communication and sensory needs, medical needs, safeguarding concerns and other relevant factors.

Individual support may include a RAMP, School Support Plan, behaviour plan, risk assessment, regulation strategies, individual rewards or advice from specialist professionals. Consequences may be adapted where this is necessary and appropriate. Where repeated behaviour suggests an unmet need, the school will review the provision and strategies in place rather than simply increasing sanctions.

8. Behaviour Curriculum

Our behaviour curriculum explicitly teaches pupils what good behaviour looks like and is available on our website. It includes explicit teaching of expectations for behaviour in classrooms, corridors, social times, during visits and other school activities
Behaviour expectations are taught explicitly, revisited regularly and reinforced consistently.

9. Low-Level Behaviour (Level 1)

Low-level behaviour is behaviour which disrupts or is likely to disrupt learning or the calm operation of the school.

Examples include, but are not limited to:

- talking unnecessarily;
- talking while another person is speaking;
- shouting out;
- moving around the classroom without permission;
- not starting work when instructed;
- distracting others;
- failure to follow a reasonable instruction;
- inappropriate or disrespectful language;
- minor disruption;
- misuse of equipment.

Staff will address low-level behaviour calmly, consistently and proportionately. Children will lose chances using our three chances and a reset system.

The aim is to minimise disruption while teaching pupils how to make better choices.

10. Positive Behaviour and Recognition

Praise and recognition are central to our approach. We deliberately and persistently notice positive behaviour, effort, attitude and improvement.

Shout Out Recognition Boards focus on learning attitudes and effort.

Hive points recognise positive behaviour, achievement, respect, cooperation and safe choices.

Celebration Assembly recognises children who demonstrate the Bees to Success values, positive behaviour and kindness.

Celebration Assembly

Each Friday, selected children from each class may be recognised in Celebration Assembly.

Certificates may recognise achievement against the Bees to Success values and consistently positive behaviour that is above and beyond the normal expectation. Certificates also recognise children who have show kindness towards others.

Other rewards

Other rewards may include:

- verbal praise;
- individual rewards such as stickers or stamps;
- displaying good work;
- opportunities to share work with other teachers or senior leaders;
- positive messages to parents/carers;
- praise postcards;
- other age-appropriate recognition.

The school will avoid reward systems which humiliate, publicly shame or unfairly disadvantage pupils.

11. Consequences

Children sometimes make choices that do not meet the school's behaviour expectations.

Where behaviour does not meet expectations, staff will respond consistently and proportionately.

Consequences are respectful, reasonable, related where possible and proportionate. They should make clear the impact of behaviour and help children learn to make better choices. Consequences will not be applied to a whole group because of one child's behaviour.

Staff will normally address low-level behaviour calmly through reminders, redirection and opportunities to improve. Children should be spoken to privately where a consequence is required. Buglawton normally uses a 'three chances then a reset' approach to low-level classroom behaviour. A reset is a short, supervised period away from the classroom to complete learning and regulate before returning to class.

If a child has repeated resets, the class teacher will contact parents/carers and review support. The Deputy Headteacher and/or SENCO may review adaptations and additional support. Where difficulties continue, an individual behaviour plan may be introduced. Any loss of playtime or other consequence must be proportionate, appropriately supervised and take account of individual needs.

12. Restorative Practice

Buglawton Primary School uses restorative approaches to repair harm, rebuild relationships and support children to take responsibility for their behaviour.

We recognise that children make mistakes and should be given opportunities to reflect, learn and put things right.

The principles of our restorative approach are:

relationships are crucial;

everyone's voice should be heard;

harm should be repaired;

accountability and responsibility can lead to change and growth;

children should be supported to understand the impact of their behaviour;

restorative work should be appropriate to the age, development and needs of the pupils involved.

Restorative practice will not be used automatically in every situation.

Before using a restorative approach, staff will consider whether it is safe, appropriate and likely to help the pupils involved.

15. Behaviour Plans and Individual Support

Some children may require a bespoke approach because following the school's general behaviour expectations may be beyond their developmental stage or because they have additional needs.

Individual plans may include:

positive behaviour plans;

RAMPs;

School Support Plans;

risk assessments;

individual reward systems;

Educational Psychologist recommendations;

SEND strategies;

regulation plans;

reasonable adjustments.

The existence of an individual plan does not mean that expectations are removed.

Rather, the plan identifies the support, adaptations and strategies required to enable the child to succeed.

Consequences may differ from those in the general behaviour system where this is necessary and appropriate.

Plans should be reviewed regularly and adjusted in response to evidence.

13. Bullying, Discrimination and Child-on-Child Abuse

Buglawton Primary School does not tolerate bullying.

Bullying and discriminatory behaviour are not tolerated. This includes physical, verbal, relational, online, racist, sexist, homophobic, biphobic, transphobic, disability-related, religious or other prejudice-based behaviour.

Child-on-child abuse can occur in school, outside school and online. Sexual harassment, sexual violence and other harmful or abusive behaviour must not be dismissed as 'banter', 'just a joke' or 'part of growing up'. Concerns that may constitute safeguarding or child-on-child abuse must be reported to the DSL and dealt with under safeguarding procedures. Such incidents will not automatically be treated as ordinary behaviour incidents.

14. Behaviour Outside School

The school may apply this Behaviour Policy to behaviour outside school where it is lawful and reasonable to do so, including on the way to or from school, during school activities, educational visits and online.

This may include behaviour which:

- harms or threatens another pupil;
- constitutes bullying, harassment or discriminatory behaviour;
- affects the safety or wellbeing of pupils or staff;
- affects the orderly operation of the school;
- damages relationships within the school community.

Where online behaviour raises safeguarding concerns, the school's safeguarding procedures will be followed.

15. Mobile Phones and Smart Devices

Buglawton Primary School will operate a mobile-phone-free environment by default.

From 1 September 2026, the school will follow the statutory DfE guidance that pupils should not have access to mobile phones or other personal interactive communication devices during the school day, except where an agreed exception applies.

The same principle will apply to other smart devices where they provide comparable communication, recording or online functionality. Further details are set out in the school's Mobile Phone Policy.

Please see our Mobile Phone policy for further information.

16. Searching, Screening and Confiscation

Buglawton Primary School recognises that, although searches of primary-aged children are likely to be uncommon, schools have legal powers to search pupils and their possessions where there are reasonable grounds to suspect that a pupil has a prohibited item or an item identified in the school's rules as one that may be searched for.

Searches will be carried out in accordance with current DfE requirements, including requirements concerning the sex of the person conducting the search, witnesses and clothing.

Staff will seek the pupil's cooperation wherever appropriate. Searches will be conducted respectfully, proportionately and with safeguarding and the pupil's welfare in mind.

Parents/carers will be informed about searches for prohibited items and their outcome, including any sanction, in accordance with current requirements.

Confiscated items will be dealt with in accordance with current DfE guidance and school procedures.

17. Use of Reasonable Force and Restrictive Interventions

Buglawton Primary School recognises that there may be exceptional circumstances in which staff need to use physical contact, reasonable force or another restrictive intervention to keep pupils, staff or other people safe.

Searches will be carried out in accordance with current DfE requirements, including requirements concerning the sex of the person conducting the search, witnesses and clothing. Parents/carers will be informed about searches for prohibited/banned items and their outcome in accordance with current requirements. Confiscated items will be dealt with in accordance with current DfE guidance and school procedures.

Reasonable Force and Restrictive Interventions

There may be exceptional circumstances in which staff need to use reasonable force or another restrictive intervention to keep pupils, staff or others safe. Force may be used where necessary and proportionate to prevent injury, an offence, serious damage to property or serious disruption/disorder. It must never be used as a punishment and must be no more than necessary and for no longer than necessary.

Staff should use prevention and de-escalation wherever reasonably practicable and consider the pupil's age, developmental stage, SEND, disability, medical needs and individual plans. Significant incidents involving force must be recorded and reported to parents/carers in accordance with statutory requirements. Seclusion is not a routine behaviour-management strategy or punishment. The school will follow the current DfE guidance on restrictive interventions and its Positive Handling Policy. Significant incidents involving force will be recorded and reported in accordance with statutory requirements, and the school will review incidents to identify any further support or preventative strategies required

18. Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious decisions and are used only where appropriate. Any suspension or permanent exclusion will be made in accordance with the law and current DfE statutory guidance.

The Headteacher will consider:

- the seriousness of the behaviour;
- the circumstances of the incident;
- the impact on others;
- the pupil's age and developmental stage;
- SEND and disability;
- safeguarding concerns;
- reasonable adjustments;
- the pupil's previous behaviour;
- whether appropriate support has been provided;
- whether the behaviour is connected to an unmet need;
- whether alternative strategies have been considered;
- whether exclusion is lawful, reasonable and proportionate.

Suspension and permanent exclusion will not be used as a substitute for appropriate SEND provision or safeguarding intervention.

Where a decision to suspend or permanently exclude is made, the school will follow the statutory procedures regarding:

- notification to parents/carers;
- notification to the governing body and local authority where required;
- education during suspension;
- governing body consideration;
- reintegration;
- rights of parents/carers;
- independent review where applicable.

The governing body will fulfil its statutory responsibilities.

The current DfE statutory guidance on suspension and permanent exclusion took effect on 26 July 2026 and must be followed for relevant decisions.

19. Reintegration Following Suspension

Following a suspension, the school will seek to support the pupil's successful return to school.

This may include:

- a reintegration meeting;
- discussion with the pupil;
- contact with parents/carers;
- review of behaviour strategies;
- additional pastoral support;
- SEND review;
- restorative work where appropriate;
- a revised behaviour plan;
- reasonable adjustments.

The purpose of reintegration is to support the pupil to return successfully while maintaining clear expectations.

20. Staff Responsibilities

All staff are expected to:

- know pupils well and build positive relationships;
- teach and reinforce behaviour expectations consistently;
- model calm, respectful and compassionate behaviour;
- recognise positive choices and address inappropriate behaviour consistently;
- record significant incidents and report safeguarding concerns immediately.

21. Headteacher and SLT Responsibilities

The Headteacher and SLT are responsible for:

- implementing the Behaviour Policy;
- ensuring consistent application;
- setting standards of behaviour;
- supporting staff;
- ensuring appropriate training;
- ensuring serious incidents are recorded;
- overseeing behaviour data;
- ensuring appropriate safeguarding responses;
- ensuring suspension and permanent exclusion procedures are followed;
- reporting to governors on behaviour;
- reviewing the effectiveness of the policy;
- ensuring the policy is published and accessible;
- ensuring staff understand their responsibilities.

The Headteacher will organise appropriate training and support for staff, including induction for new staff.

22. SENCO Responsibilities

The SENCO will:

- support staff in understanding the relationship between SEND and behaviour;
- advise on reasonable adjustments;
- review provision where behaviour indicates unmet need.

23. Parents and Carers

Parents and carers have an important role in supporting positive behaviour. The school will seek to work closely with parents/carers to understand concerns, agree appropriate support and communicate significant behaviour concerns where appropriate. Parents/carers are expected to support the school's behaviour expectations and work constructively with the school where concerns arise.

24. Governors

The Governing Body is responsible for approving and reviewing the policy and for monitoring behaviour, suspensions and exclusions. Governors will monitor the effectiveness of the policy and ensure that it is reviewed in accordance with statutory requirements and the school's review cycle.

25. Behaviour Records

The school will maintain appropriate records of significant behaviour incidents.

Records may include:

- significant incidents;
- bullying;
- discriminatory incidents;
- child-on-child abuse;
- physical interventions;
- searches;
- confiscations;
- resets;
- suspensions;
- permanent exclusions;
- behaviour plans;
- significant parental communication.

Records will be maintained in accordance with the school's safeguarding, data protection and record-keeping arrangements.

26. Monitoring and Evaluation

The Headteacher will monitor the effectiveness of this policy regularly.

The school will analyse behaviour data to identify:

- patterns;
- repeat incidents;
- hotspots;
- times of day;
- types of behaviour;
- pupils requiring additional support;
- use of resets/removal;
- bullying;
- discriminatory incidents;
- physical interventions;
- suspensions;
- permanent exclusions;
- differences between groups of pupils.

Where patterns or disproportionate impacts are identified, the school will consider whether changes are required to:

- behaviour teaching;
- classroom practice;
- SEND provision;
- pastoral support;

safeguarding responses;
staff training;
consequences;
individual behaviour plans.

The Headteacher will report to governors on behaviour and the effectiveness of this policy.

27. Staff Training

The school will provide staff with appropriate training and support relating to:

behaviour expectations;
the Behaviour Policy;
behaviour curriculum;
SEND and behaviour;
safeguarding;
child-on-child abuse;
de-escalation;
restorative practice;
restrictive interventions and reasonable force where relevant
searching and confiscation where relevant;
mobile phone arrangements;
recording and reporting.

New staff will receive appropriate induction.

28. Visitors

Visitors are expected to support the school's behaviour expectations.

Visitors should model respectful behaviour towards pupils and staff.

The school reserves the right to ask visitors to leave the premises where their behaviour is inappropriate, threatening, abusive or otherwise compromises the safety or wellbeing of pupils or staff.

29. Complaints

The school recognises that parents/carers may disagree with a behaviour decision.

Concerns should normally be raised with the class teacher or Headteacher in the first instance.

Where a concern cannot be resolved informally, parents/carers may use the school's Complaints Policy.

Complaints about suspension or permanent exclusion will be dealt with through the statutory procedures applicable to those decisions.

30. Related Documents

This policy should be read alongside:

Equality Policy;
SEND Policy;
Anti-Bullying Policy;
Child Protection and Safeguarding Policy;
Positive Handling Policy;
Behaviour Curriculum;
Attendance Policy;
Online Safety Policy;
Mobile Phone / Smart Device arrangements;
Complaints Policy;
Suspension and Permanent Exclusion procedures.

Appendix 1

Below are Buglawton's behaviour levels which help us to deal with behaviour incidents that occur in school. This list is not exhaustive and teachers and members of SLT will always use their professional judgement when deciding on consequences for children.



	Behaviour	Possible Consequences
LEVEL 1 REMINDER	Constant chatting, distracting others, shouting out, interrupting, name calling, answering back, moving around the classroom, not completing work, running in school	Reset, verbal reminders, restorative conversations, move seats, time out of class, time taken from break/lunch time
LEVEL 2 UNACCEPTABLE	Continuous level 1 behaviours, hurting others on purpose, name calling, ignoring instructions, damaging others work and property, leaving class without permission, being dishonest	Stand by an adult during break/ lunchtime, loss of privileges, sent to work outside of the classroom, teacher contacts parents, work completed at home, restorative conversation
LEVEL 3 SERIOUS	Continuous level 2 behaviours, bullying, including racist or homophobic language, swearing, stealing, physical assault, threatening an adult, leaving school without permission	Parents informed by SLT, restorative conversation, internal exclusion 1 session, internal exclusion 2 sessions, internal exclusion full day, behaviour plan, suspension, exclusion

Appendix 2

Below are Buglawton's Restorative Practice Questions – these are used when incidents occur where we believe that all parties involved will benefit from a restorative approach.

