



Penwortham Primary School

Behaviour Policy 2025 - 26

Date of policy: December 2025

Date of review: December 2026

The Penwortham Way

At Penwortham everything we do is for our pupils and is underpinned by four 'ABCD' values:

Aspire

Belong

Care

Discover

Through these, it is our aim that every member of our school community feels valued and respected, and that each and every person is treated fairly and well. We pride ourselves on our caring and inclusive community whose principles are built on mutual trust and respect.

The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we enable staff to work to identify pupils' needs and provide developmentally appropriate support to remove these barriers to facilitate successful engagement in school life and beyond.

Our policy draws upon research in neuroscience, psychology and adverse childhood experiences and is inspired by the work of Paul Dix who published– 'When adults change, everything changes'. It is underpinned by an expectation that by modelling, celebrating and recognising agreed positive behaviours, our children are ready to learn effectively.

At Penwortham Primary school we have ensured our policy is centred around an overwhelmingly positive approach towards managing behaviour. The policy is based on a clear set of rules, incentives and rewards; and when required children will be explicitly taught how to behave in a positive manner - these will all be appropriate to the age and developmental stage of the children. This policy is also supported by our work on our PSHE / PSED Curriculum including My Happy Mind - having good behaviour is key to gaining and maintaining high standards in each of these initiatives.

Our response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have of behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Trauma Informed Practice

An understanding of trauma and childhood adversity also significantly informs our approach to relationships within our school community. We are committed to ensuring that our school develops a trauma and mental health informed approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Our Core Beliefs

'Consistency and kindness are the cornerstones of effective behaviour management'

We believe positive, targeted praise is more likely to change behaviour than blaming and punishing. Reinforcing good behaviour helps children feel good about themselves. An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more. Understanding each child's needs and their individual

circumstances helps us to act in the fairest way possible for that child, at that moment. As Paul Dix reminds us, *“Consistency and kindness are the cornerstones of effective behaviour management.”*

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school’s principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow.

This approach reflects our school vision of **happy children who achieve**. By creating a safe, supportive environment where kindness and consistency are central, we enable children to flourish academically, socially, and emotionally.

Our Expectations

We expect our school community to follow our ‘rule of three:’

We are Ready

We are Respectful

We are Responsible

These rules are explicitly taught and modelled by all members of our school community. When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, where appropriate, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

We understand that our principles require the presence of positive relationships. Staff and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil’s relationships with peers to be built upon respect, trust, friendship and tolerance for each other’s wishes.

Our Approach

Promoting Positive Behaviour at Penwortham Primary School

We believe that behaviours that are positively rewarded are more likely to be repeated and so we feel it is important that the children enjoy a wide range of positive incentives across each and every day at school.

Rewarding Positive Behaviour

We praise and reward children for positive behaviour in a variety of ways:

- Our four house teams; Douglas, Hodder, Ribble, Wyre, ensure that all pupils belong to a team, with Team House Captain representatives chosen from Year 6. We use our team approach so our children know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils will be awarded Dojo Team points for demonstrating being Ready, Respectful and Responsible These are collected digitally weekly and results are shared by the House Captains in whole school celebration assembly. At the end of each half term the House Team with the most points will be rewarded with a collective treat decided by our House Team Captains.
- Children can earn individual house team points for behaviour and learning in school
- Staff praising those children who go over and above
- Staff give out stickers and stamps

- Class recognition boards
- Fun Friday lunch with the Head
- Children show other staff members when they have done something well
- Children receive certificates in the school assembly for positive behaviours
- Class celebrations to show examples of best work
- Half termly golden star ticket award
- Parents / carers are invited to celebration assemblies
- Children are actively encouraged to share their achievements out of school during weekly celebration assemblies.
- Positive phone calls and/or messages home
- Children awarded various roles and responsibilities in school

Visible Adult Consistencies

These are the visible behaviours exhibited by staff which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils. Inconsistency teaches pupils that boundaries are flexible which can encourage further misbehaviour.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team, Learning Mentor and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will contribute to our '**Calm Corridors**' and uphold a high level of expectation when moving around school. Pupils and adults will move quietly through the corridors demonstrating '**Wonderful Walking**' and will remain on the left.
- '**Terrific Transitions**' – Pupils will move between lessons, activities, and spaces calmly and purposefully and safely. Staff will model and reinforce smooth transitions so that learning time is maximised and pupils remain focused. This ensures that movement around school is efficient, respectful, and contributes to a positive learning environment.
- After break pupils will demonstrate '**Legendary Lines**' where they stand silently, one behind the other and facing the way they are going. These '**Legendary Lines**' will be used on entry and exit from the assembly hall and when moving around school as a whole class.
- '**One Voice**'- Pupils and staff will Be Respectful to the speaker by ensuring they do not talk over them. This ensures '**one voice**' is heard at once and turns are taken to speak so that everyone feels valued in the discussion or conversation. Hands-up will be the appropriate signal for a pupil wanting a turn to speak.
- When adults in school require the full attention of a class or group of children, they will use key actions such as 'Team Stop' which is one hand raised in the air or 'Silent Countdown' where the adult counts backwards from 5 to 0. Pupils are

taught to stop what they are doing, turn to face the adult and Be Ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

Our Rules	Our Routines	Consistent Adults
	Calm Corridors	Emotionally Regulated
Be Ready	Wonderful Walking	Daily meet and Greet
Be Respectful	Terrific Transitions	First attention to best conduct
Be Responsible	Legendary Lines	Sincere recognition
	One Voice	Praise in public
	Team Stop	Remind in private

Undesirable Behaviour

From time to time pupils may display unacceptable behaviours. These will be consistently handled by all staff so that all pupils are safe and happy at school and learning can take place which is not disrupted. All adults will use positive behaviour management techniques which allows children to correct their behaviours. Children are made aware of the behaviour system at the beginning of the school year and are reminded of the expectations regularly.

Consequences

'Punishment doesn't teach better behaviour, restorative conversations do.'

All behaviour - both positive and negative, have consequences. Any behaviour that does not align with the school's expectations results in negative consequences for the pupil who has made the wrong choice. When pupils behave incorrectly this will be dealt with promptly, predictably and with confidence to maintain a calm and safe learning environment for all.

The main consequence is a breakdown in a relationship that then needs work to restore it through reflection and restorative conversations.

 STAGE OF BEHAVIOUR	DESCRIPTION	CONSEQUENCE	STAFF MEMBER
LOW LEVEL	CALLING/SHOUTING OUT OUT OF SEAT/WANDERING AROUND NOT FOLLOWING INSTRUCTIONS USING UNKIND/IMPOLITE WORDS	NON-VERBAL OR VERBAL SIGNAL ADULT SIGNALS THE APPROPRAITE BEHAVIOUR AND ALLOWS THE CHILD TO MAKE THE CHANGES THIS IS REINFORCED AND FOLLOWED UP WITH A POSITIVE GESTURE. E.G. SMILES, THUMBS UP	TEACHER/TA

PERSISTENT	CONTINUED INCIDENTS OF UNEXPECTED BEHAVIOURS RUDENESS/ARGUING/ANSWERING BACK DELIBERATELY PREVENTING OTHERS FROM LEARNING REFUSALS TO WORK/NOT READY TO LEARN DISRESPECTFUL USE OF EQUIPMENT	MOVE THE LEARNING THIS MAY BE A DIFFERENT TABLE OR ANOTHER PLACE IN THE CLASSROOM WHERE LEARNING CAN HAPPEN MORE EFFECTIVELY RESTORATIVE CONVERSATIONS NEEDED LOSS OF DOJO POINT	TEACHER/TA (LOSS OF DOJO TO INFORM PARENTS)
SERIOUS	UNSAFE BEHAVIOUR IN AND OUT OF CLASS HURTING OTHER CHILD DELIBERATE REFUSAL TO WORK AGGRESSIVE OR INTIMIDATING BEHAVIOUR USING INAPPROPRIATE LANGUAGE LEAVING THE CLASSROOM WITHOUT PERMISSION DAMAGE TO SCHOOL PROPERTY	CHILD TAKEN TO A DIFFERENT CLASSROOM TO COMPLETE THE REST OF THE LESSON IF REGULATED OR TO THE BEACH HUT IF EMOTIONAL REGULATION IS REQUIRED RESTORATIVE CONVERSATIONS AT END OF THE SESSION (BREAK/LUNCHTIMES) PARENT MEETING BY THE CLASS TEACHER AND LEARNING MENTOR. RELEVANT ACTIONS TAKEN SUCH AS IBP, REPORT CARD RECORD ON CPOMS	TEACHER LEARNING MENTOR
VERY SERIOUS	SWEARING/FIGHTING OR HURTING ANOTHER CHILD WITH INTENT SERIOUS DISRUPTION OF THE CLASS RECKLESS/DANGEROUS PLAY STEALING RACIST OR BULLYING BEHAVIOUR BASED ON PROTECTED CHARACTERISTICS	INTERNAL EXCLUSION WITH WORK TO COMPLETE IN THE BEACH HUT WITH TA OR LEARNING MENTOR LOSS OF BREAKTIME AND/OR LUNCHTIME/S. RESTORATIVE CONVERSATION PARENT MEETING BY CLASS TEACHER/SLT MEMBER RECORD ON CPOMS	TEACHER LEARNING MENTOR SLT MEMBER (AHT)
EXTREMELY SERIOUS	VIOLENCE OR ABUSE TO STAFF CONTINUED DISRUPTION TO THE CLASS OR THE RUNNING OF THE SCHOOL BRINGING PROHIBITED ITEMS INTO SCHOOL SEXUAL HARRASSMENT	CHILD SENT DIRECTLY TO THE HEAD OR DEPUTY HEAD TEACHER SUSPENSION OR PERMENANT EXCLUSION WHERE NECESSARY PARENTS CALLED IMMEDIATELY RECORD ON CPOMS REINTEGRATION NEEDED	DEPUTY HEAD TEACHER HEAD TEACHER

***TA should escort the pupil out to The Beach Hut leaving the class teacher able to continue teaching. If a TA is not available, call the Learning Mentor/SLT for assistance.**

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Restorative Conversation then the following guidelines should be used:

Pupil is taken to the Class Teacher > Learning Mentor > Assistant Headteacher/Behaviour Lead > Deputy Headteacher> Headteacher (in that order)

Other natural consequences may be to tidy up a mess they have made, fix something that has been broken. We employ each consequence appropriately (reasonably and proportionately) to each individual situation and each one is designed to be restorative in its approach and results in a reduction of the inappropriate behaviour.

Other types of consequence:

- Loss of privileges
- Reflection Beach hut room- lunchtime area for restorative conversations and tasks to happen
- Written tasks such as account of behaviour using reflection sheets and/ prompts/letter of apology
- 'Check ins' with a senior member of staff
- Spoken to by the deputy/head teacher
- Meeting with parents
- Restorative work around school
- Working in another area of school

If a child has repeated incidents requiring reflection in a short time frame or a pattern of behaviour is becoming apparent, a meeting with Classteacher/SLT/Pastoral Team (Learning Mentor, Behaviour Lead, SENDCO) and parents/carers will be arranged.

This will be recorded on CPOMS.

To maintain effective relationships and consistent adult behaviour we will strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- harsh sarcasm
- using an area of the curriculum as a punishment

Playtimes and Lunchtimes

Our playgrounds are places of fun, socialising and crucial outdoor, exploratory learning. Our staff team are trained to understand the core fundamentals of playtime as an extended learning time to develop personal and physical skills.

Staff ensure that children enjoy a safe and happy time outdoors and identify concerns with behaviour quickly to catch moments as a teaching opportunity. On occasions, where children are displaying behaviours which are not safe, being unkind to others or not following our rule of three, staff act quickly. Where incidents of serious misbehaviour occur leaders are alerted and a plan is placed around the child. The following may be put into place to support:

- Withdrawn from certain playground zones for a period of time
- Separation of certain individuals
- Withdrawn from play/lunch for a period of time while restorative work takes place in our reflection room
- A playtime plan placed around the child with certain provision such as a key adult, an early end time from the yard or specific areas to play
- Protected Play – in another area of the school

The adult dealing with the event will inform the teacher who will gauge whether communication with the parent/carer is necessary. Incidents will be logged on CPOMS so that patterns in behaviour can be identified by senior leaders.

Extremely Serious Behaviours

Occasionally, some children may behave in a way which is out of character for them. Extremely serious behaviours may be expedited through our 'Consistent Consequences' in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Exclusions

Internal Exclusion

An internal exclusion may be appropriate if a child displays ongoing behavioural concerns. This will involve the child spending their time in school away from other pupils. An Internal Exclusion will be supervised, under the direction of a member of the schools Senior Leadership Team (SLT).

Managed Moves

After following the above steps, we may also consider the following preventative measures to avoid exclusion:

Off-site direction – a temporary arrangement that we can use where appropriate.

Managed moves – a permanent arrangement agreed between schools.

Any use of alternative provision will be based on a clear understanding of the support a child or young person needs to improve their behaviour, alongside consideration of any SEND or health needs. We will only use off-site direction as a way to support improvement in future behaviour and never as a sanction or punishment for past misconduct. In this instance all decisions will be made in adherence to the statutory guidance: [Arranging Alternative Provision - guide for LAs and schools](#)

We will only consider off-site direction where in-school interventions and/or outreach have been unsuccessful or deemed inappropriate.

Exclusions

Exclusion of pupils is the ultimate sanction. This is a sanction that may be used if other systems have not been effective or in case of extreme behaviour. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child.
- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high

Exclusions take the form of fixed term or permanent exclusion. A fixed term exclusion may take the form of a lunchtime exclusion, implementation of a part-time timetable or an exclusion for a designated number of days.

All pupil exclusions at Penwortham Primary School are reported appropriately to the Local Authority and follow Local Authority and National guidelines for administration and legal responsibility.

If a child is at risk of exclusion, parents will be notified and invited to a meeting with the Headteacher to try to support the school and pupil to avoid the situation deteriorating and to put a plan in place to improve pupil behaviour.

The headteacher can take a decision to exclude a pupil in response to serious breaches of the school's behaviour policy, where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school.

<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/>

Permanent exclusion will always be a last resort, and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention (RPI) by staff may be required as a last resort. Under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010. The DfE produce detailed guidance on 'Use of reasonable force – see the link below

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

SPECIAL EDUCATIONAL NEEDS AND BEHAVIOURAL DIFFICULTIES

In managing behavioural difficulties, the school will have regard to the SEND (Special Educational Needs and Disabilities) Code of Practice and will strive to ensure that children's special learning needs are identified and met through a support plan.

As an inclusive school, we recognise that for some children, additional or different actions may be necessary as a result of a special educational need and/or disability.

Support may be sought from external agencies for children identified as having special needs resulting in emotional and behavioural difficulties.

Refer to SEND policy for further guidance.

PREVENTING BULLYING

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Our **Anti-bullying policy** outlines the procedures which the school takes in instances of bullying.

In order to prevent bullying, we proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place through promoting acceptance and understanding. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Our school 'ABCD' values support and encourage the positive behaviour and relationships we teach. Our values permeate the whole school environment and are reinforced by staff and older children who set a good example for the rest.

CHILD ON CHILD ABUSE

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is an education setting's first priority.

CONFISCATION OF INAPPROPRIATE ITEMS

Staff have the power to search pupils without consent for 'prohibited items' and confiscate these if necessary. These items include (but are not limited to):

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, e-cigarettes.
- Pornographic images.
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for including mobile phones.

The Headteacher will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

Where will the search be completed: An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must 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.

Who will carry out the search: The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. This will usually be DSL's in school.

When searching, staff will ensure they follow the DFE guidance here: [Searching, Screening and Confiscation](#)

If parents need children to have a mobile phone for use during the journey home, they should send give their permission through either a letter to the school office or via Dojo. The phones must be stored either with their class teacher or the Headteacher in a secure area.

If staff have concerns/suspicions regarding any of the above items being in a child's possession, they should seek advice from Headteacher/Deputy Headteacher who will take the appropriate action.

The Headteacher will decide if and when to return an item, or whether to dispose of it.

The role of our families

At Penwortham Primary School, active family involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school routines and language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact families quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform families of minor digressions.

The Headteacher:

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher ensures that all reported serious incidents of misbehaviour are recorded.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious behaviours, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Governors Statement of Principles

The Governing Body of Penwortham Primary School is committed to ensuring that exemplary learning is predicated on exemplary behaviour. We recognise that a coherent framework of conduct underpins both high-quality teaching and appropriate pupil progress.

We therefore expect the Headteacher and all staff to uphold the highest standards of personal conduct; to foster an environment in which every individual takes responsibility for their behaviour; and to promote a culture of mutual respect, endeavour and support across our school community.

In common with the statutory duties placed on governors under the Education and Inspections Act 2006 and the guidance in Behaviour and Discipline in Schools: Guidance for Governing Bodies, we have adopted the following broad principles to guide the development and implementation of our Behaviour Policy:

Principles

1. Right to Learn & Teach – Every pupil has the right to learn in a safe, calm and purposeful environment; no pupil has the right to disrupt the learning of others. Similarly, staff have the right to teach in an environment free from disruption. (See similar articulation in other schools' statements.)
2. Safety, Respect & Inclusion – All members of the school community (pupils, staff, volunteers, governors and visitors) must feel safe, valued and respected. The school will be inclusive, eliminating discrimination, harassment or victimisation of any kind. This includes behaviour online and beyond the school gate.
3. High Expectations & Positive Culture – We will promote high standards of behaviour, self-discipline and respect for others. The school will cultivate a positive behaviour culture in which praise and recognition are used prominently to encourage good conduct. Conversely, unacceptable behaviour will be addressed with clarity and consistency.
4. Consistency, Fairness & Proportionality – Sanctions and rewards will be clearly defined, communicated, and applied consistently, fairly and proportionately, taking into account each child's individual circumstances (including those with special educational needs, disabilities or looked-after status).
5. Partnership & Shared Responsibility – Behaviour is a shared responsibility of the whole school community. Parents/carers, staff and pupils must work in partnership with the school to maintain and improve standards of behaviour, both within and beyond the classroom.
6. Support, Intervention & Restoration – Where behaviour falls short of expectations, the school will seek to understand underlying causes, provide timely support or intervention and enable pupils to learn from their actions, make amends and move forward positively. Exclusion will be used only as a last resort.
7. Responsibility & Leadership – All adults working at the school must model the behaviours expected of children. The Governing Body expects the Headteacher to ensure that the Behaviour Policy is clearly articulated, publicised annually, applied consistently, and reviewed at least every three years (or sooner if required by changes in law or guidance).
8. Legal Compliance & Beyond – The Behaviour Policy and the application thereof will reflect the Governing Body's duty under legislation such as the Equality Act 2010 and safeguarding requirements, including behaviour beyond the school gate (on school trips, in uniform travelling to/from school, and other school-related activities).

Consultation, monitoring and evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Useful Links

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

Legislative links

Education Act 1996

School Standards and Framework Act 1998 Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008 Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 Keeping children safe in Education 2022