



Christleton Primary School

Be the best you can be

Behaviour and Discipline Policy

Document Name		Reviewed by	
Behaviour and Discipline Policy		Full Governing Body	
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Signed Headteacher			
Signed Chair of Governors			

Christleton Primary School

Behaviour and Discipline Policy

1. Policy purpose and statutory basis

Christleton Primary School believes that pupils have the right to learn and staff have the right to teach in a safe, calm, dignified and inclusive environment. The purpose of this policy is to create visible consistency with visible kindness, teach pupils how to behave well and respond to misbehaviour lawfully and fairly.

The headteacher has determined the measures in this policy after taking account of the governing board's written statement of behaviour principles and consulting the governing board, staff, parents and pupils.

This policy has regard to the Education and Inspections Act 2006, Behaviour in schools, KCSIE 2026, the Equality Act 2010, the SEND Code of Practice, Searching, screening and confiscation, the restrictive interventions guidance effective April 2026 and the suspension and permanent exclusion guidance effective July 2026.

2. School values and core expectations

The school values are Respect, Excellence, Friendship, Determination, Courage, Equality, Inspiration and Honesty. The three behaviour expectations are:

- Ready - prepared to learn, listening, following agreed routines and using time well.
- Responsible - making safe choices, caring for property and the environment, and accepting responsibility for putting things right.
- Respectful and kind - treating every person with dignity, using appropriate language, respecting differences and seeking help when needed.

Expectations apply in lessons, social times, wraparound provision, educational visits, journeys, online activity and conduct outside school where the school has lawful power to respond.

3. Roles and responsibilities

3.1 Governing board

- Approve and periodically review the written statement of behaviour principles.
- Hold the headteacher to account for a lawful, inclusive and effective behaviour culture, including the use of suspension, exclusion, removal and restrictive intervention.
- Review anonymised information for patterns and disproportionate impact, while not becoming involved in individual operational decisions except where it has a statutory role.

3.2 Headteacher and leaders

- Determine, publicise and implement the policy; model the culture; provide staff induction and training; and ensure decisions are consistent, lawful and recorded.
- Ensure behaviour is considered alongside safeguarding, attendance, SEND, medical needs and mental health.

3.3 Staff

- Teach, model and reinforce routines; notice and recognise positive behaviour; respond calmly and predictably; and seek support where behaviour may indicate unmet need or harm.

- Record significant incidents accurately and report safeguarding concerns immediately through the child-protection procedure.

3.4 Pupils and parents

- Pupils are expected to follow the core expectations, allow others to learn, seek help and engage in restorative or reintegration work.
- Parents are expected to support the policy, share relevant information, communicate respectfully and work with the school on agreed plans.

4. Teaching behaviour and preventing problems

Behaviour is taught explicitly. Staff establish predictable routines for arrival, transitions, movement, equipment, talk, independent work, playtimes, lunchtimes and dismissal. Expectations are adapted and retaught after breaks, during transitions and where a pupil needs additional practice.

The curriculum, assemblies and pastoral work teach self-regulation, respectful relationships, online conduct, anti-bullying, equality, consent, boundaries and how to report concerns. Adults use de-escalation, relational practice and high-quality teaching to reduce avoidable difficulty.

5. Recognition of positive behaviour

Recognition is sincere, specific and proportionate. It may include verbal praise, feedback, responsibility, messages or postcards home, Seesaw communication, house points, displays, certificates and celebration assemblies. Recognition will not be designed in a way that humiliates others or disadvantages pupils because of disability, health or other protected circumstances.

6. Responding to misbehaviour

Staff will use the least intrusive effective response. A typical graduated response is: reminder; clear warning and opportunity to correct; proportionate consequence; restorative or repair action; and additional leadership/parent involvement where behaviour persists or is serious. Staff may move directly to a higher response when safety, severity or context requires it.

- Consequences may include reseating, completing interrupted learning, loss of a directly related privilege, supervised reflection, restorative work, increased supervision or an individual support plan.
- Whole-class sanctions, degrading treatment, withdrawal of food, toilets or essential curriculum, and punishment for disability-related behaviour without considering adjustments are not permitted.

A consequence is not the end of the response. Staff will help the pupil understand what happened, repair harm, learn an alternative and return successfully to normal learning.

7. Serious incidents

Serious incidents include significant violence, possession of a weapon, sexual violence or harassment, discriminatory abuse, bullying, deliberate significant damage, serious online harm, drugs or conduct that creates a substantial safety risk. The immediate priority is safety and safeguarding. Leaders will preserve evidence, provide first aid, hear accounts fairly, contact parents and consult external agencies where appropriate.

The school will not automatically involve the police for every incident. Decisions will consider the seriousness, age and understanding of pupils, safeguarding context, victim wishes where appropriate, legal duties and current police/school guidance. Emergency services will be contacted where there is immediate danger or a crime requiring urgent response.

8. Bullying, discrimination and child-on-child abuse

Bullying, prejudice-based incidents, sexual harassment, sexual violence, harmful sexual behaviour and other child-on-child abuse are never dismissed as banter, part of growing up or an inevitable conflict. Staff must report safeguarding concerns to the DSL and follow the Child Protection and Safeguarding Policy as well as this policy.

The school will support the child harmed, assess risk, protect confidentiality as far as possible, consider the needs of the child who displayed the behaviour and use disciplinary action where lawful and appropriate. Safeguarding and disciplinary processes may run alongside each other.

9. SEND, disability, mental health and vulnerability

High expectations apply to all pupils, but equal treatment does not always mean identical treatment. Staff will make reasonable adjustments proactively, consider whether behaviour is connected to SEND, disability, trauma, communication, sensory need, mental ill health or another vulnerability, and use the graduated approach with the SENDCO and relevant professionals.

A need does not remove all accountability or prevent proportionate consequences, but it must inform prevention, teaching, reasonable adjustments and the selection of a lawful response. The school will review provision where behaviour is frequent, escalating or leading to repeated sanctions.

10. Removal from the classroom

Removal is a serious intervention, not routine convenience or informal exclusion. It may be used to restore order after other strategies have failed, protect safety or enable a pupil to regain regulation. It must be authorised under the school's agreed system, supervised by suitable staff and take place in an appropriate space.

The pupil will continue to receive meaningful education, welfare needs will be met and the duration will be no longer than necessary. The reason, length, work, supervision and reintegration will be recorded. Repeated removal triggers leadership, SEND and safeguarding review and parent involvement.

11. Suspension and permanent exclusion

Only the headteacher, or acting headteacher, may suspend or permanently exclude. The school will follow the separate Suspension and Permanent Exclusion Policy and the statutory guidance effective 26 July 2026. Informal, unlawful or open-ended exclusions, including asking a parent to take a pupil home without formally recording a suspension, are prohibited.

12. Searching, screening and confiscation

The school will follow the DfE's July 2022 guidance. Only the headteacher or a staff member authorised by the headteacher may conduct a search under statutory powers. The searcher and witness will normally be the same sex as the pupil, subject only to the limited urgent exception in law. Searches will respect dignity, privacy, SEND and safeguarding needs.

A search for a prohibited item without consent requires reasonable grounds. Strip searches may be conducted only by the police under the legal safeguards in the guidance; school staff will not conduct them. The DSL will be informed of searches for prohibited or harmful items and any search that raises safeguarding concerns.

The school will record searches in the safeguarding or behaviour system and normally inform parents after a search, including the outcome and any action, unless doing so would create a safeguarding risk. Items will be retained, returned, disposed of or passed to police as the law and guidance require.

13. Restrictive intervention and reasonable force

Staff may use reasonable force only for a lawful purpose and where it is necessary, proportionate and the minimum required in the circumstances. Prevention, communication and de-escalation are always preferred. Force will never be used to punish, cause pain, secure compliance where no lawful purpose exists or in a way that interferes with airway, breathing or circulation.

Staff will consider known medical, SEND, trauma and communication needs. Training will be based on assessed need; not every member of staff is expected to undertake specialist restraint training. Significant incidents will be recorded promptly, health and emotional welfare checked, parents informed as soon as practicable, staff and pupils supported, and leaders will review whether safeguarding referral, risk-plan changes or external advice is needed.

14. Conduct outside school and online

The school may respond to conduct outside school, including online behaviour, where it occurs on a school activity or journey, threatens another pupil or staff member, could adversely affect the school's orderly operation or reputation, or otherwise falls within the headteacher's lawful authority. The response will be proportionate and will take account of whether the matter is better led by parents, another school, police or safeguarding agencies.

15. Allegations made by pupils

Every allegation about an adult will be considered under the Allegations of Abuse Against Staff and Low-Level Concerns procedures. A pupil will not be disciplined merely because an allegation is unfounded, unsubstantiated or mistaken. Disciplinary action may be considered only where there is evidence that the pupil deliberately invented or maliciously made a false allegation, and after safeguarding, SEND and welfare factors have been considered.

16. Records, monitoring and review

Significant incidents, bullying, discriminatory incidents, searches, removals, suspensions and restrictive interventions will be recorded on the appropriate secure system. Leaders will analyse frequency, repeat incidents, location, response, outcome and patterns by pupil group. Governors will receive anonymised information at least termly.

The policy will be reviewed annually and sooner following significant guidance changes, serious incidents, consultation feedback or evidence that implementation is ineffective or disproportionate. The approved policy will be published and explained to staff, pupils and parents.