



"As unique individuals, we do our best at work and play for the love of God and others."

St Benedict's Catholic Primary School

Behaviour Policy

September 2026

Written by St Benedict's SLT with reference to:

*Behaviour in schools: advice for headteachers and school staff – **updated February 2024***

*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – **published August 2024**.*

*Restrictive interventions, including use of reasonable force **(DFE from April 2026)***

Searching, Screening and Confiscation (DFE July 2022)

Mental health and behaviour in schools (DFE November 2018)

Preventing and tackling bullying (DFE July 2017)

SEND Code of Practice 2014

KCSIE September 2026

St Benedict's Child Protection Policy 2026

To be reviewed: January 2028

St Benedict's Catholic Primary school is a happy, secure and stimulating environment in which all pupils can experience success and realise their unique potential. St Benedict's is a nurturing and supportive school and we apply positive behaviour management strategies. Our high expectations of behaviour are modelled by all staff. We are teaching children how to behave appropriately for learning, and for being a member of society.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions (DFE 2024 Behaviour in schools guidance)

We know that poor behaviour is an indication that a pupil might have unmet needs – this might be a Special Educational Needs or a safeguarding need. Behaviour may also be an indicator of safeguarding concerns, including abuse, neglect, exploitation, mental health difficulties or trauma. Staff must respond to behaviour with professional curiosity and follow safeguarding procedures where concerns arise, in line with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2025. Staff should always remember that behaviour can be an indicator of abuse and should remember that 'it could happen here'.

Our aims

- The Governors and staff believe that all members of the school community should:
- To work together in an atmosphere of trust and mutual respect, so that all feel equally safe and valued
- Ensure that behaviour expectations, rewards and sanctions are applied fairly and do not discriminate on the basis of protected characteristics as defined in the Equality Act 2010.
- To provide a challenging and enriching curriculum which addresses individual needs
- To allow all children to learn by creating a calm environment
- To avoid confrontation by approaching conflict and challenging behaviour constructively
- Show respect for one another
- Work together to enhance everyone's self-esteem
- Establish a stable and safe social and learning environment
- Develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
- Show appropriate respect for the school environment and its resources
- Involve pupils in discussing their behaviour
- When bullying or conflict does occur, action will be taken swiftly

We have one golden rule – RESPECT.

This encompasses everything we expect– RESPECT for others, RESPECT for learning, RESPECT for property, the list is endless.

From Reception through to year 6, the expectations are consistent.

To support a positive ethos we continuously praise and reward respectful behaviour:

- Children are all part of the house system. Tokens are given to children to encourage the respectful behaviour we want to see
- Each class has a 'Respect Wall'. Examples might include listening to others without interrupting, using kind hands etc. As teachers 'catch' pupils exhibiting the behaviour, their name is written up. Each day the board is wiped clean and it begins again

- When a child has been on the board each day of a week, they receive a certificate in the assembly. They can choose a reward: prizes include; extra playtime, playtime with another class, lunch with a teacher, own clothes on a Friday
- Pupils who have been on the Respect Wall for a half-term have 'Breakfast with the Boss' with Mrs McGuire
- Only one token can be given at any time. If a child does something exceptional, they may be sent to ask the Headteacher's permission to receive a purple token (worth 10 tokens)
- Children may be asked to visit the headteacher for recognition
- Tokens can be given for looking smart and for good attendance
- Postcards or emails can be sent home by the staff or staff can request that SLT send one
- Headteacher wrist bands can be given to recognise hard work/ respectful behaviour
- Stickers can be given to recognise RESPECT
- Staff can reward whole class excellent behaviour with extra breaks/ end of term parties etc
- House captains will act as mentors to encourage good behaviour
- Staff should give positive gestures to reinforce appropriate behaviour – smiles, thumbs up etc
- Tokens given for attendance at the end of each half term. Attendance rewards will not disadvantage pupils with medical conditions, SEND, or safeguarding vulnerabilities; reasonable adjustments will be made in line with the Equality Act 2010 and SEND policy.

Staff who monitor and support this policy:

- Headteacher
- Deputy Head
- SENDCO/ Assistant Head
- Teachers, TAs and Lunchtime organisers

Prevention of inappropriate behaviour:

We know that behaviours can be an indication of a safeguarding concern and we need to be professionally curious as to the reasons why a child may be behaving in a certain way.

- We have high expectations of behaviour which means that we always tackle less than exemplary behaviour.
- Children will filter into the classroom after break and lunch and should not enter the room until showing they are ready to learn. This will avoid children being forced to line up in the playground which is often a trigger point for poor behaviour.
- We expect staff to model appropriate behaviour in class. Staff should ensure Quality First Teaching at all times – work should be engaging, well-prepared and appropriate for each child. Staff should work with children throughout the lesson – it is **not appropriate to** prepare resources, plan other lessons, check emails or text messages, or otherwise carry out administrative tasks.
- Staff must model safe, respectful and professional behaviour at all times in line with the Staff Code of Conduct and Safer Working Practice guidance.
- **All staff** to have lanyards nearby at all times to use the visual prompts consistently to support all pupils.
- Use PSHE, Circle time or other lessons to reinforce the expectations of behaviour.
- Classroom management strategies should be well thought through to ensure staff have control of behaviour at all times

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions (DFE 2026)

At St Benedict's we recognise that children have different strengths and areas for development when it comes to behaviour and we support them all.

Ultimately we want all children to have success in school; help those around them to learn and feel safe; be a positive member of our school community and society as they grow and leave us. This does mean that children need to face consequences and sanctions for inappropriate actions.

We are aware that some children have SEND and some have had Adverse Childhood Experiences which shape their behaviours in school and they might need to have adaptations in place. For example; a pupil with ADHD can be encouraged and reminded not to shout out in lessons but should not be sanctioned for this behaviour which may be as a result of impulsive behaviour. There will be time when neuro-diverse children are sanctioned or given consequences for inappropriate behaviour but staff need to give thought for the best way to highlight the inappropriate behaviour.

If necessary, some pupils, including those with complex Special Needs will have an individual behaviour plan in place. Some pupils will have a different reward system or face different consequences.

This means that rewards and sanctions may differ to other children in school. Adjustments to behaviour systems for pupils with SEND are made as reasonable adjustments under the Equality Act 2010 and in line with the SEND Code of Practice.

Staff will only discuss behaviour with a child's parents (or staff) and not other parents. For example, staff might use an additional 3-warning card system before using the 4-card system (below).

Dealing with unacceptable behaviour: (see pages 6 & 7 for examples of unacceptable behaviour)

If the above strategies have not worked, Staff should:

- 1) Give child a warning that behaviour is not appropriate (using amber card number 1) and record their name on the behaviour chart - remove the child's name from the respect wall if appropriate

If the behaviour persists,

- 2) Show the 2nd amber card and write name on the behaviour chart – take a house token

Sanction: Child should stay behind for 5 minutes at break, lunch or at the end of the day to have a restorative conversation or to have sensory break from other children (if the behaviour is a consequence of a child's Special Needs, this sanction needs to be carefully considered). Other sanctions can be applied if appropriate (see if the behaviour persists,

- 3) The child should be shown the red card (number 3) and be asked to have a time-out in another class for 10 minutes. A think sheet and red behaviour card must be sent home at the end of the day and a private conversation had with parents. Other sanctions can be applied.

- 4) Following the time-out, if behaviour persists, the child should be shown (card number 4) sent to a senior member of staff and, if necessary the Headteacher.

Sanctions/consequences:

We will always try to use praise and positive steps to support pupils, there may be times that we have to apply sanctions. Wherever possible, sanctions will include restorative conversations to repair harm, rebuild relationships and support learning from mistakes.

Sanctions will be proportionate and chosen by staff dependent on a child's needs and the cause of the sanction and have been drawn from the DFE policy. These may include:

- Work from lesson sent home to be completed with parents and returned the following day
- Think sheets sent home to be completed – to support discussion about the incident at home
- Children can be moved to a place nearer the teacher, or asked to sit on their own
- Children may be asked to complete an activity again to an acceptable standard at home or at break (this sanction should be carefully considered for pupils with SEND)
- Children who misbehave during lesson time or do not complete homework can be asked by teaching staff to stay in at play time to complete missed work or complete another task (this sanction should be carefully considered in the case of pupils with SEND needs and all pupils should always have chance to have a drink/toilet break/ fresh air)
- Children who misbehave regularly will be asked to see the Headteacher
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and appropriate sanctions will be invoked. Sanctions might include inside break supervised by a teacher, break with another class, break-time spent with the Headteacher or member of SLT, a period of time-out with the Middays. If one of the above sanctions is applied, children should be given option for some exercise and fresh air for a period of time when it is deemed appropriate by the member of staff
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child
- The child might spend 5 minutes of registration time with a TA to discuss the incident in the form of a Social Story
- Children may be given a time-out in another classroom
- Parents might be invited to spend a lesson supporting their child in the classroom

Other methods to support pupils might also be taken, for example:

- Home visits to speak to parents who have not attended meetings in school
- Referrals to social care so that parents can be supported with behaviour management at home
- Referrals to parenting courses (Webster Stratton for example)
- Referrals to pupil support units like Cornerstone to support pupils re-engage with appropriate behaviour in class

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

Following a sanction, pupils should be clear about the action that they need to take to improve their behaviour.

If a search is deemed necessary, searches will be conducted in line with the Searching, Screening and Confiscation guidance (July 2022), respecting dignity, privacy, safeguarding and same-sex requirements where appropriate. A written record will be kept where required. Where a search involves a mobile phone or other electronic device, the procedures in the Online Safety policy will be followed.

Expectations around Sanctions:

Sanctions will be considered on a case-by-case basis if school believes an alternative sanction would be more effective/appropriate for the child.

Issues of inappropriate behaviour should be dealt with swiftly, in private and should not take up teaching time.

Blanket emails can be sent to the whole class to address a common issue. Templates for behaviour emails are saved on Schoolcomms.

Children need to have a break. Staff may use a sanction as listed above but children should be given some time to have fresh air, exercise and this might be 1:1 with an adult. Children can have break time at a different time or can be asked to play games with the member of staff on duty.

Suspension and Exclusion:

Internal exclusion (sometimes referred to as internal isolation) is a supervised, time-limited in-school measure and is not a formal suspension. Safeguarding, SEND and wellbeing needs must be considered, and work must be provided.

Internal exclusion is not a substitute for formal suspension procedures

In some cases of exceptionally poor behaviour, an exclusion process could be put into action. An internal exclusion would result in a pupil being moved to a different year group for a fixed period of time. This is different to a time-out which is a sanction applied for disruptive behaviour (see above).

Children might be asked to spend an appropriate period of time (as defined by the headteacher) in another class. This might be a few hours or a number of days.

The school follows the DfE statutory guidance: *Suspension and permanent exclusion... published August 2024*. Decisions will be lawful, reasonable, fair, proportionate and consider SEND, safeguarding, and contextual factors.

Pupils with SEND, children with social workers, and vulnerable pupils will receive additional consideration and support before exclusion wherever possible.

It should also be noted that where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Lunchtime:

At lunchtime, supervision is carried out by a team of Midday Assistants and sports coaches. The Middays record any information/ incidents in the purple behaviour folder and report any behaviour incidents directly to the relevant Class Teacher at the end of lunchtime so that these can be followed up appropriately.

Middays use an agreed procedure for dealing with incidents which includes:

- Being proactive and positive in behaviour management, listening to the children and using a restorative approach
- Reminding children to do the “right thing” and be respectful
- Giving out tokens for excellent playtime behaviour/ behaviour in the hall
- Using the 1-4 card warning system and recording those who have been shown a card
- Informing the head about children who are persistently well-behaved at lunchtimes so that they can receive a certificate in assembly
- Giving out tokens to promote desired behaviour when eating e.g. good manners
- Modelling effective behaviour themselves
- Reward the best table
- Reporting all serious misdemeanours to the class teacher or Headteacher as appropriate
- Middays can ask children to have a 5 minute time-out for poor behaviour which means children stand next to the Midday for 5 minutes

Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE *Restrictive interventions, including use of reasonable force* (from April 2026).

School staff should always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil.

The kinds of situation include:

- removing disruptive children from the classroom where they have refused to follow an instruction to leave;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom to keep them safe
- preventing a pupil from attacking a member of staff or another pupil
- restraining a pupil at risk of harming themselves, or others, through physical outbursts. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The actions that we take are in line with government guidelines on the restraint of children. Incidents of this nature are logged on our CPOMS system if a child has been restrained. Teachers are kept aware of new guidelines.

Unacceptable low-level behaviour may include (but is not limited to)

- Disruption in lessons which includes shouting out, chatting when asked to work in silence, messing about, throwing things, passing notes or anything else which the teacher considers to be disruptive to learning
- Disruption in corridors between lessons, and at break and lunchtimes – which includes running, shouting, throwing food in the hall, dropping litter or anything else staff consider to be disruptive

- Being rude to staff which includes eye rolling, answering back, refusing to follow an appropriate request/instruction or anything else the staff consider to be rude
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform – persistent refusal to wear the correct uniform unless agreed with Headteacher because of a medical or SEND need

Unacceptable serious behaviour may include (but not limited to):

- Repeated breaches of the school rules
- Any form of bullying (see below)
- Child on child abuse
- Refusing to follow an instruction given by staff to keep children safe
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
sexual comments
Sexual jokes or taunting
Physical behaviour like interfering with clothes
Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - ♣ Knives or weapons
 - ♣ Alcohol
 - ♣ Illegal drugs
 - ♣ Stolen items
 - ♣ Tobacco and cigarette papers
 - ♣ Fireworks
 - ♣ Pornographic images
 - ♣ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) can be removed

If staff suspect that a child may be in possession of any of the above, they are permitted to search bags and coats or ask a pupil to empty their pockets.

Incidents involving child-on-child abuse, sexual harassment, sexual violence or harmful sexual behaviour will always be treated as safeguarding concerns and managed in line with the Child Protection and Safeguarding Policy and KCSIE 2025.

Supporting Children with Social Interaction difficulties:

All children are learning to interact and, at some time, all children will be upset by perceived injustices/ friendship issues and we need to support them. When children need to talk through issues, it will be done at the first available opportunity. We will use a solution focussed approach or friendship groups for repeated issues. PSHE or circle time can

be used to address repeated issues as a whole class and information to support children at home will also be shared with parents. 'Think sheets' might also be given to parents to complete at home to aid the discussion.

External support may be sought to resolve ongoing issues – emotionally healthy schools etc.

This is separate to incidents of bullying (see below).

Specific Support: Working with individual/small groups of pupils with SEND needs

We recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met. In order to support them we:

- **Manage Transition:** Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes, lining up). We have reduced the amount of time that children will spend lining up. Support can be put in place through the use of visual timetables and adult support.
- **Visual Support:** Individual or class visual timetables are used to support pupils in class.
- **Sensory Support:** Many of our pupils have sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour. Where a child is over stimulated in the environment, an adult should encourage them to leave the classroom for a break/water break/yoga stretching etc. This should not be given as a punishment.
- **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
- **Use of staff/targeted Support:** Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Lego Therapy:** Lego therapy is a way for children to learn social skills in a natural environment. The children learn to listen, cooperate, solve disputes and to help each other in order for the model to be successfully built.

If a child with additional needs requires extra support to manage their behaviour, an individual behaviour plan will be drawn up with parents and the child (if appropriate). These plans will be supportive and will seek to teach appropriate behaviour. The aim will be to assess the triggers that might exacerbate the behaviours and put preventative measures in place. Warnings and consequences will be part of the discussions with parents and, if necessary, external agencies. Plans will not be discussed with other parents or children.

Bullying:

All members of our school community are expected to show RESPECT at all times.

Bullying in any form will not be tolerated.

This includes but is not limited to:

Repeatedly taking advantage of/ preying on/ mocking a child for their additional needs

Repeatedly taking advantage of/ preying on/ mocking a child for skin colour/race/sexuality/family circumstance

We follow the Cheshire East model when deciding whether behaviour/ an incident is to be classed as bullying:

There are three agreed defining features of bullying:

- the victim is targeted by an individual or group on a regular basis
- there is intention to harm or humiliate
- there is a power imbalance, the victim is fearful of those targeting him or her

When all of the above are happening, it is highly likely that this is a bullying situation.

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability

If the situation is a fallout between friends, but you remain concerned, please discuss with an adult working with your child and ask them to monitor things.

See here for more details: <https://www.cheshireeast.gov.uk/livewell/staying-safe/community-safety/bullying/bully-free-cheshire-east.aspx>

If a child is deemed to have been bullying another child/group, parents will be asked to attend school for a meeting with the Head teacher. Strategies will be put in place and the perpetrator will be supported by the school – seeking external agency support if necessary – to prevent the behaviour re-occurring. We know that perpetrators of bullying also need support and that it is often an indicator that the perpetrator might have been a victim of bullying or abuse.

Strategies may include:

Taking break or lunch with another year group, being supported by a member of staff, attending lunchtime clubs etc. For repeated instances, the perpetrator may be required to go home for lunch. If the matter persists, parents will be asked to attend a meeting with governors and suspension or permanent exclusions may apply.

The victim of bullying will be supported with friendship groups and where necessary, external support will be sought (Emotionally Healthy Schools for example).

All individual strategies from external professionals, such as CEAT (Cheshire East Autism Team), the Educational Psychologist and SALT (Speech and language therapy) will be implemented with children with additional needs by the class teacher and keyworkers in liaison with the SENCO.

This should be read in conjunction with our Equality Statement and objectives:

<https://www.stbenedicts.cheshire.sch.uk/page/equality-information/126929>

Cyber –bullying/ out of school incidents

Central to our School's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site. Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones
- the use of mobile phone cameras to cause distress, fear or humiliation
- posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- using e-mail to message others
- hijacking/cloning e-mail accounts
- making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal. If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

If bullying of this or any nature happens outside of school, it will be addressed in school in the following way:

- Teaching in PSHE/ Computing lessons/ Safeguarding online
- Friendship groups
- Separating groups/ allowing different lunch breaks.

We will seek to teach the appropriate behaviours.

We will discuss issues with parents on both sides and will share recommendations and guidelines for safe internet practice with home. We will remind parents of the need to ensure age restricted guidance is being adhered to. We will talk to parents about the need to ensure children are accessing appropriate apps. School will get involved if staff deem that it is having/could have repercussions in school. Class teachers will continue to educate children, through the curriculum, about safer internet practices.

Child on child abuse:

Children can abuse other children and this is often referred to as child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child on child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

(for more information read alongside the Child Protection Policy)

Mobile Phones:

In line with statutory DfE guidance, the school is a mobile phone-free environment. Pupils must not access or use mobile phones or other personal smart technology throughout the school day, including during lessons, breaktimes, lunchtimes and school-organised activities.

Where a Y6 pupil needs to bring a mobile phone to school, for example because they travel to or from school independently, the phone must be switched off and stored securely in the Year 6 lock box **upon** arrival and may not be accessed during the school day. At the end of the school day (of after a club), phones will be returned to children.

Exceptions may be made where access to a mobile phone or smart device is necessary to meet an individual pupil's medical, SEND, disability, safeguarding or other exceptional need. Any such arrangement will be

agreed with the headteacher and/or DSL and will specify when, where and for what purpose the device may be used.

Any breach of this policy will be dealt with in accordance with the school's Behaviour Policy and may result in confiscation of the device.

Behaviour outside of school:

Schools are permitted to sanction pupils for conduct outside the school premises, including online conduct, low-level or more serious misbehaviour, violent conduct, bullying, actions which bring the school into disrepute or any other behaviour which the Headteacher deems to be inappropriate

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Headteacher responsibilities:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher monitors all reported serious incidents of misbehaviour on CPOMS. The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Only the Headteacher (or acting Headteacher) has the power to suspend or permanently exclude a pupil. Governors are informed in line with statutory requirements but do not make the initial decision. In cases of suspension or permanent exclusion, parents will receive written notification including their right to make representations to governors, request a review meeting, and apply for an independent review panel in line with the School Exclusion Policy.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in a behaviour guidelines document given to all parents and on our school website, and we expect parents to read these and support them.

Parents' Responsibilities

We set clear expectations for uniform and personal appearance which is communicated to parents through our uniform policy which is on our website. We expect parents to support their child's learning, and to co-operate with the school, as

set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour. If parents have any concern about any sanction that their child has received, they should initially contact the class teacher. If the concern remains, the parents should contact the Headteacher. If the parent is not satisfied with the response(s) from the Headteacher they should then make contact with the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Parents will be informed of significant behaviour incidents, sanctions, internal exclusions, use of force and safeguarding-related behaviour concerns in a timely and transparent manner.

Governing Body responsibilities

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. The governing board also emphasises that physical violence or threatening verbal behaviour will not be tolerated in any circumstances.

The school follows the DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance updated in 2024. Only the Headteacher (or the acting Head where applicable) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more suspensions, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion and about any suspensions, beyond five days, in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body can call a discipline committee which should be made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Records will be kept on CPOMS. Behaviour records will be monitored for patterns, disproportionality, safeguarding indicators and SEND impacts, and reviewed by senior leaders and governors. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break

Training:

All staff receive regular training on behaviour management, de-escalation, trauma-informed practice, SEND, safeguarding and child-on-child abuse in line with the safeguarding training programme.

