Policy Title	**BEHAVIOUR POLICY**
Committee responsible	Ethos & Curriculum committee
Last reviewed	November 2026
Next review due	September 2027
Who is governed by this policy	All staff and pupils at the school
Available on website	**YES**

BEHAVIOUR POLICY

1. Principles

This policy complies with section 89 of the Education and Inspections Act 2006.

- All staff and children should show respect and love for one another's individuality as learners and members of our school community enabling everyone to 'Let their light shine' *(Matthew 5:16).*
- Positive behaviour will be recognised, rewarded and celebrated with love and thankfulness.
- Consequences for negative behaviour choices should always be applied consistently and with compassion in a non-shaming way.
- All members of the school community have a right to feel loved, to be listened to and to expect an appropriate response.
- All members of the school community are entitled to learn in a safe and secure environment. They have a responsibility for creating and maintaining good behaviour by establishing positive relationships and showing a developing understanding of our Christian values of Thankfulness, Love and Courage.
- All school staff have a responsibility to model positive behaviour and promote it through rich relationships and the active development of the skills of cooperation, perseverance, independence, motivation, curiosity and creativity.
- All school staff recognise that positive behaviour choices support effective learning and therefore they promote positive behaviour and regulation strategies as a means of improving access to learning and teaching for all.

2. Purpose

The purpose of the behaviour policy is to ensure a positive learning environment that enables all children to thrive, strive for personal excellence, and develop a love of life and learning. Positive behaviour is the responsibility of all members of our school community, including parents and carers, and is built on rich trusting relationships.

3. Governors

The Governing body will contribute positively to promoting measures for good behaviour and will liaise with the Headteacher to address any particular issues.

4. Staff

Staff are responsible for the implementation of this policy in a way that maintains the school's ethos and encourages positive behaviour enabling the children to 'Let their light shine'. Staff's first responsibility is to build positive meaningful relationships with children based on our Christian values of Thankfulness, Love and Courage. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they consistently and fairly apply the policy. Staff will model and demonstrate the school's vision, values and high standards of behaviour and punctuality that is expected from our children.

5. Pupils

Children are encouraged to 'Let their light shine' through positive behaviour choices that are informed by adult role models and by continually developing the skills of co-operation, perseverance, independence, motivation, curiosity and creativity. Children are encouraged to contribute to a positive learning environment, that is built on rich relationships and our Christian values, by demonstrating high standards of behaviour.

Class teams of children and adults work together to create age appropriate working visual models of behaviour expectations focussing on 'Let your light shine', our values of Thankfulness, Love and Courage and the skills of co-operation, perseverance, independence, motivation, curiosity and creativity. Using this model, children are to be celebrated and continually reminded about high behaviour expectations.

In the case of some pupils with additional needs, such as those with SEND, disabilities, disadvantaged and vulnerable pupils, it may be necessary to take individual needs and circumstances into account. For these pupils, reasonable adjustments will be required in regards to the behaviour policy. These may be recorded on SEN Plans or will be part of the ordinarily available inclusive practice of a classroom, as part of Quality First Teaching. These will include behaviours to "look out for", antecedent support strategies, strategies to de-escalate and additional interventions that may be required to support daily regulation and emotional well-being. These will enable children with additional needs to be successful and to access the learning in an inclusive environment. They may also include an adjusted list of rewards and consequences. A personalised risk assessment may also be required which can be created by the Inclusion Lead, SLT and the class teacher.

6. Parents and Carers

Parents and carers have a responsibility for their child's behaviour. If there are any concerns, parents will work with the school to bring about improvement. It is expected that all parents / carers will positively encourage positive behaviour in their child and communicate openly and confidentially with the school about any outside issues that may impact on behaviour.

7. Values

Children learn what the values of Thankfulness, Love and Courage mean and how to positively demonstrate them through high quality daily interactions, teaching and Collective Worship. All members of our school community are encouraged to 'Let their light shine' by modelling these values as well as demonstrating the skills of co-operation, perseverance, independence, motivation, curiosity and creativity. Our Jigsaw approach to PSHE further develops the children's awareness, empathy and understanding of their role in developing a positive learning and behaviour culture. The consistent use of vocabulary and expectation linked to our values and vision ensures children feel secure in knowing what is expected from them.

8. Rewarding positive behaviour

Positive behaviour is frequently recognised and rewarded verbally and through the use of:

- **Praise and Stickers**
  Positive behaviour – displaying the values of Thankfulness, Love and Courage and exploring the skills of co-operation, perseverance, independence, motivation, curiosity and creativity.

- **House points (Dojos)/Certificates**
  Positive behaviour – displaying the values of Thankfulness, Love and Courage and the skills of co-operation, perseverance, independence, motivation, curiosity and creativity. Dojos are awarded in all areas of the school including in Worship, at lunch and at playtimes. Stickers or cards are given to children to show they have received a Dojo during Worship, lunch or playtime.

- **Star of the Week**
  Star of the week is awarded in Worship each week to a child or children in each class who have 'Let their light shine'. Class teachers share with the school what the recipient has done to achieve the award.

- **Headteacher's Award Sticker**
  A special award from the Headteacher to recognise achievement or actions of 'outstanding merit' is awarded as pupils are nominated to visit and share their achievements with the Headteacher.

- **Green Card**
  Individuals, small groups or whole classes may be celebrated with a green card being sent to a member of SLT. A member of SLT will praise the pupils for outstanding

attitudes to their learning. Pupils are then awarded with a 'Green Card' certificate for displaying the values of Thankfulness, Love and Courage or the skills of co-operation, perseverance, independence, motivation, curiosity and creativity and celebrated on Twitter.

- **Jigsaw Certificate**
  Children and staff are nominated by one another for displaying certain focus behaviours around school on the Jigsaw display board. Each week, a few pupils are selected to receive a Jigsaw certificate for acting as a role model in the areas of Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

- **Truly Trusted Badge**
  Children in Year 6 earn privileges by showing that they can be 'truly trusted'. The Truly Trusted badge allows pupils to choose where they want to spend break times. Each term the system is reset and children strive to earn the privilege.

9. Consequences

It is important that children understand that negative behaviour choices will trigger consequences that are supportive, reasonable and educational. Children are actively encouraged to make positive behaviour choices through adult presentation and interactions, role modelling, key phrases, actions and symbols, together with the class visual model focussed on 'Let your light shine'.

Consequences are applied fairly, and with compassion, across the school, and maybe decided with a child's additional needs in mind. We acknowledge that the negative behaviour is the focus and not the child. Children are continually learning how to regulate and behave in a variety of scenarios and it is the responsibility of staff and families to support the children's understanding and development of positive behaviour and regulation strategies through ongoing teaching and learning.

The stages of consequence are applied consistently and fairly across the school during learning time and at break/lunchtimes which will include restorative conversations.

Stages of Consequence:

1. A reminder is given to the child e.g. *I am expecting to see you 'Let your light shine' by showing me … if you can't … then we will have a short chat at playtime*. (The reminder can be done verbally or using an agreed action/symbol so as not to disrupt the flow of teaching or as the best way to communicate with individual children). The child will be praised for turning their behaviour around.

2. Break time conversation – a chance to reflect together on the behaviour and what could have been done differently, this may include the completion of a Think Sheet. Think sheets, based on our Christian values, enable children to reflect and make reasonable responses supported by an adult. Think sheets and/or CPOMS recordings are seen by SLT who will monitor/support and make a phone call home if necessary. Children should also complete any learning they have missed.

3. Yellow / Red card:
   Yellow *– a child is in need of behaviour support but it is not urgent that a SLT member attends straight away.*
   Red *– a child is in need of behaviour support which is urgent and an SLT member needs to attend straight away* (the child is removed and spoken with by SLT preserving the child's dignity). This conversation will include reference to our values and 'Let your light shine'. When the child returns to the classroom a restorative conversation will take place between the class teacher and the child to ensure the good relationship between them is maintained.

4. Managed move for unacceptable behaviour or constant disruption followed by a restorative conversation with the class teacher. Class teachers will inform parents of the managed move.

5. Phone call home from a member of SLT to discuss the child's behaviour or a meeting involving the Inclusion Lead to discuss supportive strategies and possible outside agency involvement.

6. Suspension.

7. Permanent exclusion.

Card system
For some behaviour choices, such as defiance, physical or verbal abuse or bad language, a red or yellow card (dependent upon urgency) is sent to a member of the SLT without following the Stages of Consequence.

In cases where a child frequently receives consequences, parents will be contacted and a behaviour plan may be put into place. The timing and content of this will be appropriate to the age of the child and agreed with the child and class teacher.

At all times the dignity of the child is paramount and held in mind. Staff ensure a non-shaming approach in all they do and to the application of the Stages of Consequence.

10. Bullying

Bullying is the **repetitive**, **intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power** (Anti-bullying Alliance agreed definition). It can happen face to face or online (cyber-bullying). This may include sexist, homophobic, prejudicial, discriminatory or racist comments. We do not tolerate bullying and any incidents will be dealt with following the approach in our Anti Bullying Policy. Child on child abuse is not tolerated and would be dealt with under our Safeguarding Policy.

11. Suspension

Cases of serious or continuously unacceptable behaviour may result in suspension.

This is the most serious sanction for negative behaviour and may only be used by the Headteacher. Pupils may be suspended for a fixed number of days or excluded from school permanently. Parents will always be informed of the reasons for suspension and the legal guidelines will be followed. Return from a period of suspension will always involve a reintegration meeting with parents, the pupil and a senior member of staff. A personal support plan may be put in place to ensure that children succeed in their positive behaviour.
See: https://www.gov.uk/government/publications/school-exclusion

See Appendix A for descriptions of the reasons why a pupil may be excluded.

12. Searching and Confiscation

In line with guidance from the DfE the Headteacher, or any member of staff nominated by her, has the right to conduct a search of a pupil's bag or pockets if it is believed that the pupil may be in possession of any of the following prohibited items:

- stolen items
- knives or weapons
- alcohol
- tobacco and smoking related products (including vapes and e-cigarettes)
- illegal drugs
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to cause personal injury to, or damage to the property of, any person (including the pupil)
  - to commit an offence

Permission will always be sought from the pupil before a search is undertaken. If the pupil does not consent to the search, the school is within its rights to search the pupil against her/his will if there is reasonable suspicion that they are in possession of a prohibited item.

Searches should always be carried out with a second member of staff present. However a search can be undertaken without a witness if it is felt in the interests of the immediate safety of the child or others that the search be undertaken, and if there is no immediate alternative.

The school can seize any prohibited item as a result of a search, or however found, if they feel it is detrimental to school discipline.
See: https://www.gov.uk/government/publications/searchingscreening-and-confiscation

13. Positive Handling

All members of staff have a legal power to use reasonable force and a duty of care to prevent injury or harm to others. Staff may use force to prevent someone committing an offence, causing personal injury to any person, or prejudicing the maintenance of good order. Any physical force must be a last resort and reasonable, proportionate and necessary. See also our **Use of Force & Restraint Policy.**

APPENDIX A

This is an extract from the 2011 Primary Schools Census Guidance to be read in conjunction with the Behaviour for Learning Policy.

Suspension Reasons
The list below provides descriptors of reasons for suspensions. The categories cover the main reasons for suspensions and the "other" category is used sparingly. This list is not intended to be comprehensive.

Physical assault against pupil
- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against adult:
- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse / threatening behaviour against pupil
- Threatened violence
- Aggressive behaviour
- Swearing
- Protected characteristic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult
- Threatened violence
- Aggressive behaviour
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- Protected characteristic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying
- Verbal
- Physical

Racist abuse
- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct
- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage (includes damage to school or personal property belonging to any member of the school community)

- Vandalism
- Arson
- Graffiti

Theft

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other includes incidents which are not covered by the categories above but this category should be used sparingly