

Behaviour policy and statement of behaviour principles

Stadhampton Primary School



| | | |
|---------------------|----------------------------|-----------------|
| Approved by: | Stadhampton Governing Body | Date: July 2025 |
| Last reviewed on: | July 2025 | |
| Next review due by: | July 2026 | |

Aims

Good behaviour is essential for effective learning, positive relationships and a school community where everyone feels valued and respected. At Stadhampton Primary School we believe in recognising and celebrating good behaviour and working in partnership with all members of our community, sharing the values of respect and trust. These principles are summarised in Appendix 1 "Statement of Written Behaviour Principles".

This policy aims to:

- Promote a positive attitude to learning
- Develop children's self-esteem, self-discipline, self-control and personal accountability for actions
- Promote integrity, honesty and self-respect in children
- Create a calm, safe and ordered environment in which effective learning and teaching can take place
- Establish a whole-school consistent approach to behaviour management applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline the expectations and consequences of behaviour

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE), including:

- Behaviour in schools: Advice for headteachers and school staff 2022
- Searching, screening and confiscation: Advice for schools 2022
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- The Use of Reasonable Force in Schools

It should be read in association with the school Anti-bullying policy, SEND Policy, E-safety policy, Child protection and safeguarding policy and the Equality policy.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, moving around the school, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Disrespectful words or actions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment or violence
- Vandalism

- Theft
- Fighting or violence against pupils or staff
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including knives or weapons, illegal drugs, fireworks or pornographic images.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

It may be emotional, physical, sexual, prejudice-based, direct or indirect verbal or cyber bullying. Our approach to bullying is described in our Anti-bullying policy.

Roles and responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff and volunteers with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that behaviour is discussed and tracked at the weekly staff meeting.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Noting inappropriate behaviours in order to identify triggers or patterns which may then lead to the child receiving additional support to help manage their behaviour
- Challenging pupils to meet the school's expectations
- Working in partnership with families to support behaviour
- Raising behaviour incidents at the weekly staff meeting

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Behave in an appropriate and courteous manner towards staff, other adults and children in line with our Parent Code of Conduct
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following concerns about behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

Pupils

Pupils at our school are expected to:

- Follow our school rule to be kind and respectful
- Know what is expected of them and adhere to boundaries
- Communicate and discuss behaviour in an open and honest way

School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations.

Zones of regulation

At our school, we believe in fostering a positive and supportive learning environment where every child feels safe, respected, and capable of managing their emotions. To help achieve this, we implement the Zones of Regulation approach as part of our behaviour policy.

The Zones of Regulation framework helps children recognise and understand their emotions, empowering them to self-regulate effectively. By categorising emotions into four colour-coded zones - blue for sad or tired, green for calm and focused, yellow for excited or anxious, and red for angry or overwhelmed - children learn to identify their feelings and employ appropriate strategies to navigate them. Through activities, discussions, and visual aids, we teach children skills to recognise which zone they are in, understand why they are in that zone, and learn strategies to move to a more optimal zone for learning and social interaction. This approach not only enhances emotional intelligence but also promotes empathy, self-awareness, and a supportive classroom community where all children can thrive academically and emotionally.



Mobile phones

If a parent requires their child to have a mobile phone in school, permission must be sought from the headteacher. If permission is granted, the pupil will be responsible for bringing the phone to the school office where it will be stored during the school day. The child will sign a form to indicate it has been delivered. At the end of each school day, the pupil will also be responsible for returning to the office to collect their phone and for signing it out. The school does not accept liability for any damage or loss of mobile phones which are left entirely at the parent's risk.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectations or their own classroom codes of conduct
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

At Stadhampton Primary School, our focus is the promotion and recognition of positive behaviour. This is recognised in the following ways:

- Verbal praise
- Book of Celebration,
- Recognition from the headteacher,
- Positive notes or calls home
- Individual class systems including smiley face charts and rewards.
- Certificates, ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Responding to misbehaviour

Whilst we expect the highest standards of behaviour from all our children, we recognise that occasionally this may not always occur. In this case, we follow a number of steps to encourage children to alter their behaviours or actions. These may include:

- A verbal reprimand, reminding children of our ground rules
- Separating the child from their peers
- Using 'time out'
- Discussing behaviour with the headteacher
- Expecting work to be completed at home, or at break or lunchtime

- Loss of privileges
- School-based community service, such as tidying a classroom

In extreme cases it may be necessary to consider removal of the pupil from the classroom or a temporary or permanent exclusion. In the event of a fixed term or permanent exclusion the school will follow DfE guidelines.

Children with identified behavioural needs may require additional strategies. These will be outlined in individual support plans or SEND documentation. Parents will be fully involved in this process.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Force is usually used either to control or restrain and may be passive (e.g. standing between pupils) or more active (e.g. leading a pupil by the arm out of the classroom). All members of staff have the power to use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Examples of where reasonable force might be used include:

- Removing disruptive children from the classroom where they have refused to follow an instruction to do so
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
- Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restraining a pupil at risk of harming themselves through physical outbursts.

Incidents of reasonable force will:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation and searches

Whilst rarely required, if a staff member suspects that a pupil possesses a prohibited item, searching and confiscation will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

In our primary setting, searches of possessions of a pupil will only be undertaken after discussion with the head and safeguarding lead and with two or more adults present. Where possible, parents will be contacted in advance and the need for the search discussed.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

If the school has reason to believe a pupil has behaved inappropriately online, parents will be contacted immediately to discuss the allegations and concerns.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. If a decision is made to report the matter to the police, the headteacher will make the report. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's or staff's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our policy on managing allegations of abuse against staff and volunteers.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and may be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by another member of staff, and will be removed until the end of a session when they will be given the opportunity to re-join their class on the understanding that behaviour is acceptable.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Zero tolerance against staff

At our school, we uphold a zero-tolerance policy towards verbal or physical abuse against staff members. We believe that every member of our school community deserves to work in an environment free from harm and intimidation. Any form of verbal abuse or physical aggression, whether it be hitting, pushing, or any other act of violence towards our staff, is unacceptable and will be met with swift and appropriate disciplinary action. Our staff members play a vital role in the education and well-being of our children, and it is our duty to ensure their safety and security at all times. We are committed to fostering a culture of mutual respect and understanding, where conflicts are resolved peacefully and cooperation is valued. Through clear communication, positive reinforcement of expected behaviours, and consistent enforcement of consequences for unacceptable actions, we strive to create a safe and nurturing learning environment for all members of our school community.

Suspension and permanent exclusions

At Stadhampton Primary School, we understand that good behaviour and discipline is essential for promoting a high-quality education. Amongst other disciplinary sanctions, the school recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy.

Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.

What is a suspension and a permanent exclusion?

Suspension (previously fixed-period exclusion) is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been suspended, schools should set and mark work for the first 5 school days.

If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day.

Permanent exclusion means a child is expelled from their school. The Local Authority will arrange fulltime education from the sixth school day.

How will the school manage suspensions and exclusions?

In the event of the Headteacher making the decision to suspend or exclude then he/she will follow latest DFE guidance ensuring all legal duties and responsibilities are upheld. The school will also engage with the Oxfordshire's Exclusion and Reintegration Team. <https://www.gov.uk/government/publications/school-exclusion>

The school 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.

The decision to suspend or exclude will be made by the headteacher, with input from the Chair of Governors and Oxfordshire County Council and only as a last resort.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Our approach may include:

- Short, planned movement breaks for a pupil with SEND which finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions which may affect behaviour.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Pupils with an education, health and care (EHC) plan

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a serious sanction e.g. suspension, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Monitoring arrangements

Monitoring and evaluating school behaviour

Regular monitoring of behaviour occurs via the weekly staff meeting where specific incidents are discussed. Where necessary, the SENDCo may offer additional support and guidance.

Monitoring this policy

This behaviour policy will be reviewed by the head teacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular review of pupil behaviour at staff meetings.

The written statement of behaviour principles (appendix 1) will also be reviewed and approved by annually.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life