



BEHAVIOUR POLICY

SEPTEMBER 2025

Policy Date: September 2025
Review Cycle: Annually
Responsible Body: Local Governance Committee

Version Control

Review Date	Updates
V1	Review of legislation and guidance

Contents

Contents.....	2
Introduction & Aims	3
Roles and Responsibilities	5
Rewards	7
Suspensions & Permanent Exclusion.....	10
Searching, Confiscation & The Use of Reasonable Force	10

Introduction & Aims

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (DfE, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (DfE, updated August 2024)
- Searching, Screening and Confiscation (DfE, updated July 2023)
- Use of Reasonable Force (DfE, updated February 2025)
- Keeping Children Safe in Education (DfE 2025)
- Education and Inspections Act (2006).

We are a Rights Respecting School and this policy is underpinned by the continued work of our commitment to Unicef and the UN Convention of the Rights of the Child. This promotes positive behaviour helping to provide an environment to enable children to develop academically, socially and emotionally. This policy links directly to the following articles of the UN Convention of the Rights of the child.

Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 19 (Protection from all forms of violence) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 (Right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. –

Article 29 (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect.

At Layfield we aim to:

- Create and maintain a safe, calm, orderly and caring environment enabling teaching and learning to effectively take place.
- Promote, among pupils, self-discipline and proper regard for authority.
- Encourage good behaviour and respect for others on the part of pupils and, in particular, prevention of all forms of bullying among pupils.
- Secure a standard of behaviour which is acceptable.
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- Regulate the conduct of pupils.

- Develop a firm understanding of the values of our school ethos.
- Encourage good behaviour through positive reinforcement, by means of praise for those children behaving in an appropriate manner.
- Develop children's respect of personal property, the working environment and the value of resources and the need to take care of them.
- Encourage appropriate dress code for school.
- Instil in the children the use of appropriate language, encouraging good manners at all times.
- Create an appropriate class charter in line with the RRSA and for everyone to abide by it.

Key Principles

We believe that the most effective way of encouraging good behaviour is by providing the right emotional and physical environment for learning.

- All members of staff are expected to develop strong, supportive relationships with the pupils, and set good examples at all times.
- By providing a high quality environment for learning, we aim to give the message 'You are worth it' to the children in our care.
- We maintain high expectations of behaviour and will challenge behaviour that is not acceptable.
- All staff use positive approaches to building self-esteem, effective communication, praise, encouragement and strong links with the family.
- Expectations about pupil's behaviour are high, and good behaviour is rewarded.
- All staff should take opportunities to draw attention to children doing well and comment positively.
- We work with parents, other schools, agencies and the LEA to support positive behaviours. We encourage full participation through our Home – School Agreement.
- We endeavour to create opportunities for children to make positive changes to the school community through School Council and Pupil Voice activities.
- We provide opportunities for children to take greater responsibility and ownership of their recreational time by providing a range of opportunities and choices for play and activities.
- Time is devoted to developing all staff in order to embed this culture of positive behaviour (e.g. PIVOTAL approach)
- We use a variety of Behaviour Management approaches including the use of Interpersonal Skills, Conflict Resolution and (when absolutely necessary) moderate and caring Physical Intervention Strategies (we use Team Teach). These are established to respond to individual needs, class needs, and whole school needs. It is accepted that individual needs differ and therefore approaches may need to be different.

Wellbeing & SEMH

To help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH) needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. We promote resilience through culture and ethos, teaching, and community engagement. Staff are trained to recognise the impact of adverse childhood experiences and to support pupils accordingly.

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Children with individual needs

Layfield Primary School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs and in line with the SEND Code of Practice.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENCo. If a child is not already on the SEN register, the SENCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can potentially impact on a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made as appropriate to support and promote their positive mental health.

Roles and Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact.
CEO	Ensures systems are in place and policy is reviewed.
Local Governance Committee	Approves and monitors the policy.
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping.
Staff	Apply policy consistently, model positive behaviour, maintain high expectations.
Pupils	Be ready, respectful and safe; take responsibility for actions.
Parents	Support school values and policies; ensure pupils are ready to learn.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. The school's ethos reinforces that bullying is never tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies. Bullying can take many forms including:

- Verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)

At Layfield we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Record concerns as appropriate via CPOMS.
- Report issues to the Local Governance Committee as appropriate.

School Environment

At Layfield, the school is organised to be as safe as is practically possible. Some of the additional features to encourage appropriate behaviour and support children include:

- An environment that promotes good behaviour and work habits as well as encouraging responsibility and collective ownership.
- Classrooms that are organised with the Health & Safety of the pupils and staff in mind. Children should never be left unsupervised inside a classroom with a closed door.

- Shared areas where individual or small groups of pupils can work or be supported outside their classroom.
- A library with a work area and soft seating.
- A Dining Room offering a high-quality eating environment that promotes adult-style attitudes and encourages good social interaction during mealtimes.
- Hard surface outside play areas with a good-sized field.
- Playtime equipment.
- Early-Years multi-purpose play area.
- Main Hall: A good quality PE, Games, Sports and Dance facility.
- A creative curriculum acknowledging and providing for the wide range of learning styles within the school.

Emergency Classroom Support

Where a situation escalates to the extent that further support is required, the options are:

- To send for any adult from a nearby classroom or the Head teacher
- To move the rest of the class or group out and into another area.

Rewards

At Layfield it is our aim to recognise positive behaviour to motivate pupils to behave appropriately. To ensure fairness rewards must be consistently applied. We use Class DoJo to reward behaviour, but rewards also include verbal praise, stickers, Golden Time or small prizes.

Good behaviour is celebrated in assembly and children are awarded certificates. One child from each class is chosen to be 'Pupil of the Week' and receives a certificate detailing the area in which they have excelled. Children are also selected to receive the 'Head teacher's Award' and are given a certificate explaining their success, this area is linked to a focus for that week and the school rules.

Golden Time happens at Layfield every week. This is a 15-minute session of mindful activities in their own class. Children who have not been on the Tracker are able to participate in the full 15- minutes of Golden Time. Children who have been on the tracker lose minutes off Golden Time – these are calculated according to the number of times they have been on the tracker and at which level.

Definitions of Misbehaviour

Poor behaviour is considered as being anything that does not meet the expectations that pupils are STARS in school. Examples include:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

Serious misbehaviour can include but is not limited to:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. These are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Substances identified as 'legal highs'
 - Stolen items
 - Illicit substances / items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Other potentially harmful materials which cannot immediately be identified
- Any article that the member of staff 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).

Behaviour incidents are recorded via CPOMS. Data and approaches are regularly monitored to identify patterns and inform practice, with behaviour regularly reviewed at Local Governance Committee meetings. Layfield Primary School recognises the importance of involving pupils in developing a positive behaviour culture and values pupil voice to inform ongoing improvements to our approach. Where appropriate, restorative conversations and restorative meetings are used to rebuild relationships and support pupils to reflect on their behaviour.

Lunchtime & Breaktime Behaviour

The aim at Layfield is that break times are positive experiences for all our pupils.

In the playground

Playground equipment is provided at lunchtimes and pupils are expected to play sensibly and share space and equipment responsibly. Pupils are expected to ask permission before they enter the building during break times. At the end of playtime the whistle is blown twice: Children stand still and listen, children are asked to walk to their class lines, and then children will line up in their class lines. Incidents of unacceptable

playground behaviour should be reported to the class teacher as soon as possible. The behaviour class tracker is used to record the incidents. The children should walk into school in a quiet, orderly manner.

At Lunchtime

Pupils are expected to be polite and cooperative with one another and with the lunchtime supervisors and cooks. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be well mannered and ensure that they have finished the food in their mouths before leaving the table. They are expected to keep the conversation to their own table and to clear away their trays etc. on leaving the table.

Wet Playtimes

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area and what activities are appropriate. - Pupils should stay in their classroom. - Pupils should remain seated as much as possible. Any movement around the classroom should be calm and orderly. - No scissors, tools or glue should be used. - Pupils should not write on the board. - Pupils should clear away when asked to do so by staff.

Behaviour outside of school

Trips and visits out of school and activities involving visitors to school are available to all children who agree to follow the schools code of conduct. If a child cannot be trusted and is providing a risk to themselves or others then that child will not engage in that particular activity. When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos. Before setting out on a trip the pupils should be reminded to:

- Thank any adult who has helped;
- Be aware of other groups and visitors and respect their needs;
- Be sensible, quiet and polite;
- Move in a calm, orderly manner at all times;
- Keep to their group and do as their leader asks them.

Sanctions

Unacceptable behaviours are addressed with due consideration to all involved, with a range of responses and strategies. Tracking sheets are used to record incidents and provide guidance of consequences to be used. School leaders monitor this information to determine whether an individual or groups of pupils require additional support or intervention to improve their behaviour.

Sanctions for children with unacceptable behaviours can include, but are not limited to:

- Loss of Golden Time
- Loss of social time
- Time out
- The introduction of monitoring cards
- Working separately from their class

- Working in another class
- On very rare occasions, suspension.

Any sanctions applied must be recorded on CPOMS.

Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, 2024). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Searching, Confiscation & The Use of Reasonable Force

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2025), alongside Keeping Children Safe in Education (September 2025).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law. Confiscated items will be dealt with in line with statutory guidance. Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques

effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

All staff within school have a legal power to use 'reasonable force' in line with Keeping Children Safe in Education (September 2025). Staff use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in circumstances such as preventing injury, removing a disruptive child from a room, preventing a pupil leaving when it is unsafe, or breaking up a fight. It will only ever be used as a last resort.

