



BEHAVIOUR POLICY

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Introduction & Aims

Layfield Primary School is committed to ensuring that every member of the school community flourishes and achieves their very best. "Reaching higher by learning and growing together" (the school motto) guides our community in all aspects of school life and refers not only to academic performance but also to emotional development and the way in which we interact with each other.

Children learn best in a purposeful and orderly environment. In this school we create and maintain a safe, calm, orderly and caring environment enabling teaching and learning to effectively take place. We are dedicated to ensuring that our school environment supports the learning and the wellbeing of pupils and staff. Ensuring effective routines, respect and relationships are the foundations of our community, and we work hard to provide a safe, nurturing environment where pupils feel included in every aspect of school life.

Layfield Primary School promotes good behaviour and self-discipline to ensure that our pupils grow into respectful, resilient and reflective citizens with the key skills to reach their full potential in all areas of life. We know that the strong links between effective learning and high expectations enable all pupils to thrive. We have high aspirations for everyone in our school family and our core values are Ready, Respect, Safe.

Our values are embodied in the following principles / standards:

- We support, praise and encourage each other - "Reaching higher by learning and growing together."
- We value everyone and everything in our school community.
- We respect our school environment and ensure it is kept clean and tidy with no litter or damage.
- We show kindness and consideration to everyone.
- We demonstrate good manners at all times.
- We will respect each other's differences.
- We will listen to the ideas and opinions of others.
- We wear the school uniform with pride.
- Walk quietly and sensibly around the school (slowly, silently, sensibly).
- We will be resilient and never give up!
- We will demonstrate self-discipline and have a proper regard for authority.

At our school, we take our responsibility to prepare children for life in modern Britain very seriously. Through our school ethos, curriculum and everyday interactions, we ensure that the fundamental British Values are taught, explored and embedded in school life. We strive to nurture children who are confident, independent and respectful of themselves and others. We encourage them to understand their responsibilities towards our school community, the wider local community and the world around them. Our aim is to equip every child with the knowledge, skills, values and confidence they need to become responsible citizens and make a positive contribution to an ever-changing society.

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.

- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

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, effective until July 2026)
- Suspension and Permanent Exclusion Guidance (Dfe new guidance effective from July 2026)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (Dfe, updated April 2026)
- Keeping Children Safe in Education (Dfe 2025)
- Keeping Children Safe in Education (Dfe, effective 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010)

Key Principles

Our key principles include:

- The Behaviour Policy is understood by pupils and applied consistently by all staff.
- All members of staff are expected to develop strong, nurturing and supportive relationships with all pupils so they feel safe, valued and respected.
- All staff members are positive role models and set good examples of behaviour and conduct.
- By providing a high-quality emotional and physical learning environment, we aim to project the message 'You are worth it' to the pupils in our care
- Expectations of pupils' behaviour is high, and good behaviour is rewarded.
- Staff take every opportunity to draw attention to pupils doing well and comment positively.
- We maintain high expectations of behaviour and will challenge behaviour that falls below expected standards, so children can learn, free from the disruption of others.
- We endeavour to create opportunities for pupils to make positive changes to the school community through School Council and Pupil Voice activities.
- We provide opportunities for pupils to take greater responsibility and ownership of their recreational time by providing a range of opportunities and choices for play and activities.
- We create a culture where all pupils, staff and visitors are free from discrimination.
- We foster an environment where pupils take responsibility for their own actions.
- We work with parents and carers to support positive behaviour and we engage the assistance of outside agencies and the LEA where appropriate.
- We provide a safe environment; free from violence, bullying and any form of harassment
- Time is devoted to developing all staff in order to embed this culture of positive behaviour. This ensures that staff are able to use a variety of behaviour management strategies 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

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

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.

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:
 1. Knives and weapons
 2. Alcohol
 3. Illegal drugs
 4. Substances identified as 'legal highs'
 5. Stolen items
 6. Illicit substances / items
 7. Tobacco and cigarette papers
 8. Fireworks
 9. Pornographic images
 10. Other potentially harmful materials which cannot immediately be identified
 11. Any article that the member of staff reasonably suspects has been, or is likely to be,
 12. 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.

The Restorative Approach

Our school is committed to a restorative approach to behaviour. We recognise that positive relationships are at the heart of effective behaviour management and that, when relationships break down or harm has occurred, the focus should be on repairing relationships, restoring trust and supporting pupils to understand the impact of their actions.

We acknowledge that pupils are developing their emotional regulation, social understanding and ability to resolve conflict, so staff support pupils to recognise what has happened, understand who has been affected, take responsibility for their actions and identify what they can do differently in the future.

Staff should ensure that restorative conversations are age-appropriate and proportionate. Younger pupils may need simple language, visual prompts or adult support to identify emotions and understand the impact of their actions.

Ultimately, our aim is for pupils to leave a restorative conversation with a greater understanding of their behaviour, its impact on others and the actions they can take to make positive choices in the future. In this way, behaviour management becomes an opportunity to develop the skills, relationships and attitudes that children need to thrive both within our school community and beyond it.

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.

The sound of a whistle signals the end of break time:

- When the whistle sounds once, pupils are silent, stand still and listen
- When the whistle blows twice, the pupils silently make their way to their class lines. Pupils will walk into school sensibly and silently, as directed by their class teacher.

Incidents of unacceptable playground behaviour may result in the pupils being issued with a 'time out', when they will remain under the supervision of the adults on the yard. All incidents should be reported to the class teacher as soon as possible.

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, upon finishing, to clear away their trays etc.

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 must remain 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.

Layfield Code of Conduct

As a school we expect that children will:

- Be polite e.g. say good morning / good afternoon to each other, staff and visitors, allow adults or younger children to pass first.
- Demonstrate good manners e.g. say please / thank you, hold the door open when appropriate.
- Walk around the school building Slowly, Silently and Sensibly.
- Whilst in school, talk quietly using 'indoor voices'.
- Work co-operatively when required.
- Take care of school property, their belongings and respect those of others.
- Not interrupt when others are speaking.
- Keep the whole school environment clean and tidy.
- Be proud of their school.
- To remember that when out of school our reputation depends on the way we behave - all of our expectations still apply.
- To develop an understanding and respect for other's opinions.
- To share and concern before the end of the day so we attempt to solve them before the day ends.

Promoting Positive Behaviour

We promote positive relationships in our setting by making our expectations clear, knowing our pupils, recognising their individual needs and working with parents and external agencies where necessary.

Our approach is designed to support children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and those of others, as well as beginning to regulate their behaviour. We support children to do this by using consistent approaches, structure and routine, as well as working together with parents. We help build confidence and self-esteem by valuing all children and praising and encouraging, as well as following our code of conduct.

Our classroom rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age appropriate:

Classroom rules:

Listen carefully.
Everyone be kind.
Always try your best.
Respect everyone and everything.
Never give up.

Children who are displaying distressed/challenging behaviour, for example, by physically hurting another child or adult e.g., pushing or through verbal attack, are helped to talk through their feelings and actions. Children are encouraged to apologise where and when appropriate. We make sure that the children are comforted, having been on the receiving end of hurt. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, updated August 2024, effective until July 2026) and Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026). 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, schools 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.

Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where this is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed

- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

Use of Reasonable Force and Restrictive Interventions

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education (September 2025) and Keeping Children Safe in Education (September 2026) when effective.

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 including knives, drugs, alcohol, stolen or harmful items. 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

Layfield school recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Layfield school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Layfield school does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Layfield school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Mobile Phones & Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes or issued by school for educational purposes). Devices will be confiscated if seen in school and (Insert your school approach/sanction/next steps).

Through our PSHE curriculum pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.

Safety on site

Pupils/adults are not permitted to ride scooters, tricycles, or use skateboards anywhere on the school site to ensure the safety of all persons on site.

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.

Awards are presented to celebrate outstanding achievement in work, behaviour or attitude and improved positive behaviour:

- Acting a positive role model.
- High-quality academic work.
- Excellent effort.
- Excellent behaviour.
- Improved work effort or behaviour.
- Care, consideration and kindness towards others.

Once a reward has been presented, it cannot be taken away.

DoJo Points

We use Class DoJo points to reward behaviour. One point can be awarded to pupils who demonstrate positive behaviours such as kindness, hard work, determination, resilience, perseverance or showing enthusiasm towards learning. As an extra incentive, if a pupil goes above and beyond our expectations, they have the opportunity to earn a 'Golden Point' which is worth 5 DoJos.

A pupil's points are then saved to 'spend' in the 'DoJo shop'. The shop is open once every half term and children can choose from a list of rewards worth different values. Alternatively, pupils may wish to save their DoJos and carry them over to the next half term, so they can acquire something of higher value.

Examples of how the pupils can redeem their points include:

50 DoJo Points:

- Go in first for lunch with a friend
- Be first to go out for break
- Choose your seat for a lesson
- Use a special class pen / pencil for the day
- Choose a story for Story Time (Early Years only)

100 DoJo Points:

- Golden table at lunchtime
- Teacher's Helper for a day

- Special chair in assembly
- Phone call home
- Have a position of responsibility

150 DoJo:

- Dip in Miss Lock's Treat Box
- 15 minutes Lego time
- 15 minutes colouring time
- 15 minutes extra break time

In addition to the above, the child achieving the highest number of DoJo points in each class, for a given week, is recognised in the Friday Celebration Assembly.

Star of the Week

Celebration Assembly takes place every Friday afternoon. In this assembly, each class teacher awards a 'Star of the Week' certificate to a pupil who has:

- Demonstrated outstanding achievement in work, behaviour or attitude
- Shown improved positive behaviour
- Displayed enthusiasm towards learning
- Exhibited resilience / perseverance
- Worked hard
- Performed an act of extreme kindness
- Behaved as a good role model or ambassador

Class reward systems

Class based incentives and rewards are used at the class teacher's discretion, based on their knowledge of the children, the class and the age of the cohort. A wide range of positive strategies are used to encourage children to make the correct choices and behave well, with staff highlighting all aspects worthy of praise academically and behaviourally. These include, but are not limited to:

- Stickers
- Table points
- Recognition of good work
- Sharing of positive behaviour
- Celebration Assembly
- Curriculum Awards
- Praise Postcards
- Behaviour raffle prize

Positive Behaviour Plan – Steps and sanctions

Should a pupil's behaviour fall below the expected standard, sanctions will be imposed. We apply a graduated response which is understood by all pupils and applied consistently by the staff team.

EYFS

We recognise that children within early years need a simplified version of our steps procedure to ensure all children understand the expectations for behaviour and the sanctions in place. This has been condensed down to just 3 steps:

- Step 1: Verbal reminder given by class teacher
- Step 2: The class teacher will use age-appropriate behaviour management strategies, considering their knowledge of the situation / child e.g. time to reflect and calm in a quiet space
- Step 3: Change of place/adult – Move room to partner teacher and time to talk (this should be recorded on CPOMS and reported to parents.)

KS1 & KS2

- Step 1: Verbal reminder from class teacher
- Step 2: The class teacher will use age-appropriate behaviour management strategies, considering their knowledge of the situation / child e.g. move seat within their classroom
- Step 3: Move room to partner teacher – KS1, LKS2, UKS2 (this should be recorded on CPOMS and reported to parents.)
- Step 4: Move room to phase lead (this should be recorded on CPOMS and reported to parents.)
- Step 5: Sent to Headteacher (this should be recorded on CPOMS and reported to parents.)

Behaviour Support Cards

Breaches of discipline include but are not limited to physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare but it must be dealt with immediately.

Behaviour Support Cards are effective in tracking pupil behaviour and identifying trigger times of day / lessons for behaviour incidents enabling staff to support the pupil. What the card looks like will depend upon the age and needs of the pupil.

An accumulation of Step 3, 4 or 5 CPOMS records over a half term

- Two records – meeting between class teacher and Phase Leader to consider how to support the child; consider any contributory factors, review classroom organisation and management, review planning for learning styles etc.
- Three records – meeting between class teacher and parents to discuss the implementation of a Behaviour Support Card, consider contributory factors, potentially introduce a home / school diary etc.
- Four records – Meeting between the class teacher, phase lead and parents to discuss more bespoke Behaviour Support. Prior to this meeting the class teacher, phase lead and deputy headteacher (and potentially the SENDCo) will meet to consider the Behaviour Support Card, devise more bespoke support and consider seeking advice from external agencies.

- Five records – formal strategy meeting between class teacher, Deputy Headteacher and parents to consider ways forward e.g. involvement of outside agencies, share that further unacceptable behaviour could result in suspension.

