2025/26

Behaviour Policy

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1. Aims & Vision

This policy aims to:

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Our Vision

"Love each other deeply with all your heart."

The school motto, love each other deeply with all your heart, (1Peter:22) is at the centre of our vision and everything we do. We see our Patron Saint, St Peter as an example of courageous advocacy, faith, commitment and strength. His life and witness inspires us, so we can be prepared to handle new situations and accept the challenges of life.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online This policy complies with our funding agreement and articles of association.

3. Definitions

Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this.

According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist, sexist, homophobic or discriminatory comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property (vandalism)
- Any form of bullying

Possession of any prohibited items. These are knives or weapons, alcohol, illegal drugs, stolen items, tobac co,fireworks, pornographic images or any item a staff member 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)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Ethos

We are committed, as a school, to maintaining a positive ethos in school where everyone feels valued, listened to, respected, successful and safe. A bullied child is a very unhappy child and their social development and academic progress can be considerably hindered by this. We encourage children to inform

staff if they witness bullying or fall victim to it themselves. Any incident of bullying is treated seriously and swift action will always be taken to rectify the situation.

Action to be taken

Any incidents of bullying or suspected bullying should be referred immediately to the Headteacher (Assistant Headteacher in the absence of the Head)

Children who witness bullying or fall victim to it themselves are encouraged to inform a member of staff (or their parents). They will be taken seriously and the problem dealt with immediately in line with LA protocol.

Parents are asked to bring any concerns or suspicions of bullying to the Class Teacher or Headteacher, so that the problem can be dealt with immediately

A meeting/discussion between the Headteacher and the parents of the child who is displaying aggressive/bullying behaviour will be arranged to discuss strategies of working together to improve the child's behaviour if it is felt that this would be profitable.

If the parents of the child who is bullied are unaware that this is happening, then the Headteacher will make arrangements to talk to them to inform them and also explain the strategies of the school to ensure the safety of the child while they are in school. Parents are alerted so they can also take action, as necessary, to ensure the safety of their child on the journey to and from school

All relevant staff will be informed of bullying incidents, by the Headteacher, so that the situation can be monitored, both to protect the child from further problems and to prevent the perpetrator from continuing such behaviour

The child who is bullied and the bully will need support. In some situations, other children may be involved in this. Strategies in each case will differ and will be worked out through discussion with the children and adults involved

A 'safe place' option can be provided in school for the child who is bullied, if this is appropriate

Within the curriculum time is given to teach children about relationships, consideration for the feelings of others, strategies for resolving conflict, support, care and respect for others.

The Headteacher may survey the class to ascertain their confidential opinions if an incident occurs. Survey enclosed.

Behaviour and Anti-Bullying Co-coordinator

The Headteacher, is responsible for the co-ordination of behaviour and discipline throughout school. Any incidents, which are of a serious or persistent nature, should be referred to him. The Headteacher/Deputy Headteacher will support staff in their duties regarding behaviour and discipline as appropriate including continued professional development. The Headteacher will keep under review the Behaviour and Anti-Bullying Policy, in consultation with staff, Governors and the school community. Staff and governors will regularly undertake training in regards to bullying and the best way to prevent, monitor and record.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using the school electronic recording system.

The senior leadership team will support staff in responding to behaviour incidents providing actions when needed.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school vision and values.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Behaviour Blueprint - Our Approach to Behaviour Management

Dealing with behaviour

Our approach is based upon these simple concepts:

1. Positive, targeted praise is more likely to change behaviour than blaming and punishing.
2. Reinforcing good behaviour helps children feel good about themselves.
3. An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
4. Young people need clear guidelines in terms of what constitutes acceptable behaviour with boundaries and expectations.
5. Understanding each child's needs and individual circumstances helps us to act in the fairest way possible for that child, at that moment.

Recognition and reward

At Horbury St. Peter's & Clifton Primary School we use the following ways to recognise positive behaviour:

- Team points
- 'Star of the Week' certificates (also used for individual achievements and progress)
- 'Above and Beyond' bands
- Positive Phone Calls
- Praise Postcards

Recognition in the form of team points and 'Above and Beyond' bands will be given for pupils who demonstrate that they are living our values and upholding our rules. All staff can (and should!) award team points and 'above and beyond' bands. Staff may also recommend to teachers any pupil they think deserves the 'Star of the Week'.

We also have three school rules:

Ready - to take responsibility for our learning and our actions.

Respectful - showing gratitude and empathy towards others.

Safe - being accountable for our own safety and the safety of others.

Giving recognition

Positive recognition of our values and rules should be used frequently to reinforce the behaviours we want our pupils to display. The value/rule that the recognition is given for should be vocalised

to the pupil so they make the link between the behaviour and reward. Some examples of this could be:

"Thank you for holding the door for the class, Jane, that's so kind - 1 team point."

"Well done for remembering to walk to the line and help keep others safe - 1 team point."

"I loved the way you picked up Steve's coat, not just your own. You are really looking after our community - 1 team point."

Sanctions

It is crucial that sanctions are delivered in a consistent way, that is non-confrontational and linked to the child's behaviour, not the child's identity.

We **NEVER** talk about the pupil's behaviour to another member of staff in front of the pupil.

The following approach should be used by all staff:

1. Use the child's name
2. Get down to the child's level (if appropriate)
3. Make eye contact
4. Deliver the message
5. Walk away

When it comes to effective behaviour management, it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Stepped approach

At Horbury St. Peter's & Clifton Primary School we follow a stepped approach to consequences. It is vital that these are delivered consistently by all adults in school.

It is important to note that these steps are not used immediately, but rather when 'regular, high-quality' classroom strategies used within our everyday routines have been used and no change is seen in a pupil's behaviour.

The stepped approach resets at lunchtime each day to show pupils that a fresh start is possible and forgiveness is a part of our values as a church school.

Pupils who have further needs

This approach is applicable to all pupils, but we understand that at certain times, for certain pupils, a more bespoke approach will be required. If this is the case, a behaviour plan will be completed in consultation with the SENDCo and Head Teacher. This plan will be shared with all members of staff to support the effective management of behaviour.

Individual Rewards

Each half term, the Head Teacher will send home at least three postcards to share exceptional achievements and positive behaviour with parents and carers.	Positive Postcards
Each half term, teachers will make at least three phone calls home to recognise pupils for outstanding behaviour and attitudes in school.	Positive Phonecalls
Given when a pupil goes “above and beyond”, for example by showing resilience, kindness, or exceptional behaviour that stands out amongst their peers.	Above and Beyond Bands
Chosen weekly by the class teacher in Celebration Assembly on Friday for positive behaviour, attitudes and achievements across the week.	Star of the Week
Awarded frequently by staff throughout the day for positive behaviour and attitudes around school.	Team Points

Reasonable adjustments may be made to the application of rewards and consequences where appropriate, at the discretion of senior leaders

EYFS Consequences

Persistent, disruptive behaviour, defiance, assault, abusive behaviour, fighting, bullying, hate incident, intentional vandalism, theft or damage, absconding or attempting to abscond.	Suspension and/or time out of the classroom. SLT Report Card, parents informed.
Persistent, disruptive behaviour, defiance, assault, abusive behaviour, fighting, bullying, hate incident, intentional vandalism, theft or damage, absconding or attempting to abscond.	Time out of the classroom (up to 60 mins), SLT Report Card, parents informed.
Persistent disruptive behaviour, defiance, swearing or offensive language, fighting (equally to blame), continuation of breaking the school rules, leaving the classroom without permission.	10 minutes with EYFS Leader, Phase Leader Report Card, parents informed.
Continuation of breaking the school rules.	10 minute withdrawal
Continuation of Breaking the School Rules.	5 minute withdrawal
Breaking the school rules.	Verbal warning.
Breaking the school rules, Ready, Respectful and Safe.	Reminder

Reasonable adjustments may be made to the application of rewards and consequences where appropriate, at the discretion of senior leaders

KS1 Consequences

Persistent, disruptive behaviour, defiance, assault, abusive behaviour, fighting, bullying, hate incident, intentional vandalism, theft or damage, absconding or attempting to abscond.	Suspension and/or one day internal exclusion. SLT report card, parents informed.
Persistent, disruptive behaviour, defiance, assault, abusive behaviour, fighting, bullying, hate incident, intentional vandalism, theft or damage, absconding or attempting to abscond.	Period of internal exclusion (up to 120 mins), SLT Report Card, parents informed.
Persistent disruptive behaviour, defiance, swearing or offensive language, fighting (equally to blame), continuation of breaking the school rules, leaving the classroom without permission.	R2, loss of next break time, Phase Leader Report Card, parents informed.
Continuation of breaking the school rules.	R2 Loss of the next break time.
Continuation of breaking the school rules.	R1 Five minutes loss of break or lunchtime.
Breaking the school rules.	Verbal warning.
Breaking the school rules, Ready, Respectful and Safe.	Reminder

Reasonable adjustments may be made to the application of rewards and consequences where appropriate, at the discretion of senior leaders

KS2 Consequences

Persistent, disruptive behaviour, defiance, assault, abusive behaviour, fighting, bullying, hate incident, intentional vandalism, theft or damage, absconding or attempting to abscond.	Suspension and/or one day internal exclusion. SLT report card, parents informed.
Persistent, disruptive behaviour, defiance, assault, abusive behaviour, fighting, bullying, hate incident, intentional vandalism, theft or damage, absconding or attempting to abscond.	Half-day internal exclusion, SLT Report Card, parents informed.
Persistent disruptive behaviour, defiance, swearing or offensive language, fighting (equally to blame), continuation of breaking the school rules, leaving the classroom without permission.	R2, loss of next break time, Phase Leader Report Card, parents informed.
Continuation of breaking the school rules.	R2, loss of the next break time.
Continuation of breaking the school rules.	R1 Five minutes loss of break or lunchtime.
Breaking the school rules, Ready, Respectful and Safe.	Verbal warning.

Reasonable adjustments may be made to the application of rewards and consequences where appropriate, at the discretion of senior leaders

7. Other Sanctions

7.1 Zero-tolerance approach to 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 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.

7.2 Off-site behaviour

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

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
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Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.3 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will 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, 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 child protection and safeguarding policy [Link to our safeguarding policy] for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, rewards and consequences posters in their classrooms.
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour.
- Conclude the day positively and start the next day afresh.
- Have a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

- In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property
- pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school.

Incidents of physical restraint must:

- **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 on CPOMS and reported to parents via a face-to-face conversation or a telephone call.

Many of the school staff have received positive handling training. Through this our aims are: The promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. For further information, please refer to our Positive handling policy.

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- the power to search a pupil without consent for 'prohibited items' and confiscate, retain or dispose of such items as required.
- a pupil behaves in such a way that seriously disrupts a lesson.
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As stated in DfE documentation, Behaviour and discipline in schools, January 2016; *Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.*

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint if this is relevant to their job role in school.

Behaviour management will also form part of continuing professional development and will take the form of staff training opportunities.

11. Monitoring arrangements

This behaviour policy will be reviewed by the senior leadership team and full governor board annually. At each review, the policy will be approved by the headteacher.