



Behaviour Policy

2025/26

Policy Date:	August 2025		Version:		
Policy Review Date:	August 2026		Headteacher	Signature	Date
Ratified by Governing Body:					
		Signature	Date		

Legislation, statutory requirements and statutory guidance:

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

- › Behaviour in schools: advice for headteachers and school staff 2022
- › Searching, screening and confiscation: advice for schools 2022
- › The Equality Act 2010
- › Keeping Children Safe in Education
- › Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- › 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:

- › Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions:

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules

- › Any form of bullying
- › Sexual violence
- › Sexual harassment
- › Vandalism
- › Theft
- › Fighting
- › Smoking/vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)
 - Other items banned by school such as trending toys or trading cards.

Roles and responsibilities:

The governing board:

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

The headteacher:

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board

- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff 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 the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

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
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers:

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › 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 misbehaviour (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 will be made aware of the following

The expected standard of behaviour they should be displaying at school

- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards appropriately

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

We believe that:

- good behaviour is necessary for effective teaching and learning to take place.

- the management of pupil behaviour is best achieved through praise and reward.
- children are continuously learning about acceptable behaviour and need guidance and support as they do so.

We aim:

- to work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility.
- to create an environment which encourages and reinforces good behaviour and enables children to achieve their best.
- to define acceptable standards of behaviour and an understanding of personal responsibility.
- to promote self-esteem, self-discipline and positive relationships.
- to encourage relationships based on kindness, respect and understanding of the needs of others
- to ensure fair treatment for all regardless of age, gender, race, ability and disability.
- to encourage the involvement of both home and school in the implementation of this policy

We encourage our pupils to:

Laugh a Lot

Aim High

Make Mistakes

Say Sorry

Never Give Up

Sing Loudly Be

Kind

Do their best

Make no excuses

Barley Croft Primary School ethos - we aim to treat everybody with respect. All adults in the school are responsible for modelling high standards of behaviour in their dealings with children, parents and other members of staff. All children are

treated fairly, but we also acknowledge individual needs. We expect all our children to work to the best of their abilities and to allow others to do the same.

Children will be encouraged to demonstrate attitudes of courtesy, sensitivity and tolerance as appropriate in a multi- racial community. The school will not tolerate any discrimination or inequality of opportunity.

We expect children to:

- arrive in school on time each day
- support their own learning and the learning of other children by behaving well
- share resources and equipment
- talk to each other in a polite and courteous way
- listen to each other carefully and try to see each other's point of view
- show respect for others and their personal space
- be tolerant of and respect each other's culture and background
- take responsibility for their own behaviour – acknowledge the impact of their action(s) and try to 'put things right'
- try to resolve disagreements and arguments themselves before referring to an adult for help
- respect their own and each other's property and personal belongings
- respond respectfully to teaching and support staff and parent(s)/volunteers working in the school and on school visits
- look after the school building, grounds and equipment

How we show good behaviour as part of our school day –

In the classroom we...

1. Follow instructions
2. Take care of anything that we use and put it back when we have finished
3. Use quiet voices
4. Listen to others with respect
5. Keep our hands and feet to ourselves

In the Dining Hall we always...

1. Walk sensibly and wait quietly in the dinner queue
2. Say please and thank you.
3. Listen to the dinner supervisors and do as we are asked.
4. Talk quietly and only to the people on our table.
5. Use cutlery appropriately
6. Remain seated at our table

In the playground we always...

1. Play together and choose games that don't hurt others
2. Stay in sight of an adult
3. Play carefully with equipment.
4. Show respect when talking and playing with other children
5. Show respect to all grown-ups by listening to them when they are speaking to us
6. Stay calm, listen respectfully and wait our turn to speak when we are trying to resolve a disagreement
7. Stay in the playground unless we have permission to be inside
8. Stop when we hear the whistle and stand still.
9. Walk quietly to our classroom at the end of our time outside.

All adults will challenge unacceptable behaviour and remind children of these expectations

Rewards:

We aim to encourage high standards of behaviour and learning by describing and praising good behaviour rather than by criticising unacceptable behaviour.

Stickers, Dojo points, and Pompoms are used to reward children and encourage good behaviour.

Class teachers will choose their own reward system matched to the age and needs of their children.

Teaching children about good behaviour:

Through our personal, social and health, (PSHE) curriculum children are frequently involved in stories, assemblies, planned activities, learning opportunities and games which teach them about appropriate ways of behaving.

We help children to:

- recognise right and wrong
- take responsibility for their actions
- follow good examples
- share and take turns
- learn and play co-operatively
- use resources wisely and carefully
- help others
- know when to report problems to adults who can help
- solve small problems for themselves

Talking it through:

At Barley Croft Primary School we talk with children either individually or as a whole class about acceptable behaviour. The class will engage in discussion about types of behaviour which are causing difficulty for an individual child or group of children. The teacher uses this time to teach children specific strategies for problem solving and managing conflict. These might include:

- taking turns at speaking
- learning how to listen to other people's views
- knowing the difference between 'telling tales' and 'reporting concerns'
- knowing the difference between 'bullying' and 'bothering'
- how to make it safe for all children to be able to express their views
- identifying possible solutions
- using the strengths and support of the group / class to help solve a problem and to monitor how the solution is working

What kind of behaviour is not acceptable?

- Ridicule, name calling or verbal abuse of any kind which may also be that which is based on sex, gender, sexuality, belief, religion or disability.
- Deliberate acts of aggression
- Bullying (threatening, picking on, excluding or intimidating another person)
- Racism
- Any behaviour that is deemed intolerant towards another group / protected characteristic
- Stealing
- Destroying or damaging property
- Swearing or using offensive and insulting language
- Leaving the classroom, school building or grounds without permission
- Stopping others from learning or interfering with others' learning
- Refusing to follow a reasonable instruction
- Telling lies or being untruthful
- Walking away from an adult who is speaking to them

Poor behaviour is logged on CPOMS under the 'Behaviour' category. All staff have access to this electronic system.

Bullying or Bothering:

As a school we define bullying as persistent behaviour that happens several times on purpose. We encourage all children to speak immediately to an adult if they feel they are being bullied so the matter can be resolved quickly with support given appropriately to the victim and perpetrator/s. As a school we define 'bothering' behaviour as that which causes a child to feel annoyed, aggrieved, or upset as a result of the words or actions of another child. Though this is not as serious as bullying, ALL children are encouraged to talk to an adult immediately if they feel they are being 'bothered' by another child/ren so the matter can be quickly resolved.

Racist or Intolerant Behaviour:

We take every instance of racist or intolerant behaviour extremely seriously and we work with both the victim and perpetrator.

Any racist or intolerant behaviour by a child is immediately reported to a member of SLT. The SLT member will always contact parent/carer of all parties involved. A restorative conversation will be held between all parties not least between the perpetrator and victim to support an understanding of the seriousness of the matter, why the behaviour is unacceptable, and provide an opportunity for the perpetrator to emphasise and apologise to the victim. An appropriate and proportionate consequence will be given to the perpetrator/s which may include an immediate internal exclusion. Close monitoring of the individuals involved commences for a period of at least one week after the incident.

School reserves the right to contact Police if there are serious concerns.

Sanctions:

Sanctions are applied in an appropriate and consistent manner.

Response to unacceptable behaviour is as economical as possible and will always be proportionate to the offence.

When a sanction is necessary, adults make it clear why the sanction is being given and state the behaviour that should have been displayed.

We will never display a child's name on the board, or use public behaviour charts.

The first sanction is always to ask and remind in a firm clear voice. Children are asked not to continue doing whatever they are doing. This is accompanied by a clear explanation of what the teacher wants them to do. Children are reminded to 'make the right choice'.

1. First warning: This system of 'ask and remind' gives children a clear opportunity to reflect upon their actions and begin to behave in an appropriate manner.
2. Second Warning: Children are made aware that a further warning will result in Time Out
3. Time out 1: Children are given an opportunity to reflect on their inappropriate behaviour by sitting in the "time out" area which may or may not be in the classroom but will always be supervised by an adult. They remain there for 5 minutes. While they are in the "time out" area they use this as 'thinking time.'

At the end of this time they discuss their behaviour with an adult and then return to the activities with the rest of the class.

Children can move straight to the “time out” area in lessons if their actions endanger their own safety or the safety of others.

3. Time out 2: Children can be sent to their parallel class for 10 minutes. Whilst there they follow the procedures for “time out 1”

4. Member of the P.L.T.: Persistent misbehaviour may result in being sent to the Phase Leader /Assistant Headteachers. The child is always sent with an adult explaining why they have been sent/action requested. These incidents are recorded in the behaviour category on CPOMS. This may lead to a period out of class. A parent/carer is informed by the class teacher if this occurs unless a senior leader has called the parent/carer in to discuss the behaviour.

5. Missed playtime or lunch: In some instances, children need to have an opportunity to reflect upon their actions at playtime or lunchtime. The adult giving the consequence must always arrange and speak to the member of SLT on duty that day regarding this. Children will be expected to 'mend the problem' during this time, so it may involve carrying out a paired or group activity, completing unfinished work, or discussing and reflecting on the actions /behaviour that has led to the missed playtime / lunchtime play.

Some children may find unstructured times such as playtime outside overwhelming, which can lead to increased anxiety. When this is the case, the leadership team will implement a session in the outdoor classroom or in a quiet space inside the building, that is an opportunity for children to bring a friend to play with quietly or complete a low stimulus activity. We may also use this for children, short term, who have presented with unsafe or dangerous behaviour in the playground.

Behaviour during Lunchtime:

We follow the ‘Happy Lunchtimes’ behaviour plan for dealing with incidents.

Step 1 (for silly behaviour) – reminder of the expectation, end the conversation with a smile and child back to play

Step 2 (for repeat silly behaviours or minor behaviour instances) reminder of the expectation, child remains with Lunchtime Team member i.e. walks round with them, remind of expectation, finish with a smile and child back to play.

If child refuses time with Lunchtime member of staff, this is upped to 10 mins. - again if refuses – SLT call.

Step 3 – (serious behaviour instances – racism, peer on peer abuse, violence, swearing, homophobic language) – SLT member of staff called immediately,

removed from playground, consequence issued, entered on CPOMs and call made / email sent to parents.

Serious Inappropriate Behaviour; Children will be referred immediately to the Headteacher or Deputy Headteacher who:

- refuse to follow instructions and are defiant or disruptive in the school.
- are physically or verbally violent towards another pupil or member of staff
- All incidents involving discrimination against race, religion, gender or sexuality are referred to the Headteacher or Deputy Headteacher and are recorded on the pupil's behaviour log on CPOMS as such.

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

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 and reported to parents

Persistent breaches of the school behaviour policy:

In these instances, each case is judged individually and may result in any of the following: 1. Missed playtimes 2. Loss of privileges 3. Internal exclusion (seclusion) within the school 4. External Suspension/Exclusion - Child does not attend the school for a fixed period of time. In the very rare circumstances of the Headteacher permanently excluding a child, the decision will be referred to the Governing Body for ratification.

Following a fixed term exclusion, the child and their parent/ carer will be required to attend a reintegration meeting. The child will be unable to return to school until the

meeting has been held. In very rare circumstances a decision may be taken to permanently exclude a child. This will be based upon a serious breach or persistent breaches of the school behaviour policy. This decision will always be referred to the Governing Body for ratification.

What if your child's behaviour causes serious concern?

We recognise that for some children behaviour is a problem and impacts on their own and others learning, safety and well-being. For these children we will adopt an individualised approach to help the child manage and improve behaviour. These children will have an Individual Behaviour Plan agreed with a parent or Carer and the child. This will identify specific targets for improvement and support to be provided by the school and home and will be reviewed regularly. It may also include:

- 1:1 or group support by a teaching assistant or learning mentor
- 1:1 or group support by an ELSA trained TA
- Nurture group or sessions around building friendships

The school may also refer children to external agencies such as -

- Assessment by an Educational Psychologist
- referral to child and adolescent mental health services (CAMHS) or other external professionals

Behaviour Outside of the School:

The school has high expectations of its pupils, not only when they are inside the school, but also outside of the school opening times. Pupils may have behaviour outside of school discussed in school and where appropriate the school will involve parents in these discussions. Examples of unacceptable behaviour includes:

- Inappropriate use of social media
- Sending abusive messages over the internet, or through social media or messaging systems
- Intimidating, threatening or violent behaviour

Special Educational Needs:

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.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- › Short, planned movement breaks for a pupil with SEND who 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
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

We recognise that some children may use behaviour to express their additional needs. When this is the case, adults will liaise with the leadership team / SENDCO and use their discretion. When considering a behavioural sanction for a pupil with SEND, the school will always 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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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 (SENCO) 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.

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.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including those that occur in the classroom and outside, occurrences of physical violence, racist incidents, bullying incidents
- › Attendance, permanent exclusion and suspension
- › Incidents of searching, screening and confiscation
- › Details relating to fixed-term exclusions and permanent exclusions
- › Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly

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 consider whether to 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 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 child protection and safeguarding policy and the allegation of abuse against staff policy for more information.

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

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.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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.

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
(see school website)

Suspension and permanent exclusions:

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 and only as a last resort.

Please refer to our exclusions policy for more information (see school website)

