

Cleeve Prior CE Primary School



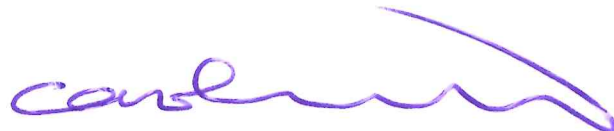
Behaviour Policy

2025-26

Agreed by Local Governing Body

Date:

Chair of Governors:



Chair of Governors: Caroline Unitt

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force' to be replaced by Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy should be read and implemented alongside the following policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safe Touch and Restrictive Interventions Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Our vision

Our vision is to provide a safe, caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We will live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus' teachings, to love themselves and one another in order to achieve success. 'Teach children how they should live, and they will remember it all their life.'

Proverbs 22:6

We believe our vision, along with its associated values, set the tone for our entire ethos as a school community. We want to give our children the best start, be led by the example of Jesus' life and to become good citizens of the future.

Adults at Cleeve Prior C of E Primary School understand that positive relationships are fundamental in securing outstanding attitudes and behaviour. We expect that all children will be guided by our school values to help them to develop as individuals. We recognise that consistency is key to promoting positive behaviour in the school and this policy supports that consistency.

A Positive Culture

The school promotes a positive culture through excellent role-modelling and ensuring that all persons encourage, praise and reward positive behaviours and achievements. To achieve this, we promote the development of high self-esteem by:

- Listening to children and giving weight to their views
- Establishing positive relationships based on mutual respect
- Providing realistic targets so they can achieve success
- Giving praise for demonstrating positive attitudes and school values
- Valuing work in class and displaying work attractively
- Celebrating achievements together in assembly and worship
- Rewarding behaviours that consistently reflect the school's Christian values
- Involving parents in all aspects (including sharing Class Dojo)

Developing and sustaining school culture is everyone's responsibility.

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Executive Headteacher will be responsible for:

- Monitoring behaviour alongside the Head of school, ensuring the policy is correctly implemented
- Monitoring behaviour records, actions and impact
- Liaising with the Head of school when making the decision to suspend or exclude, where appropriate

The Head of School will be responsible for:

- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents and pupils at least once a year and supporting parents and family to sign the agreed home / school agreement.
- Reporting to the governing board on the implementation of this policy and its effectiveness
- Reporting any suspension or exclusion data at each meeting
- Supporting behaviour management within the school, providing continuous professional development to staff.
- Collaborating with the governing board to determine the strategic development of behaviour .
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Oversee the implementation of behaviour support plans where required, and their effectiveness
- Ensure timely liaison with other professionals where required e.g. BST

Teaching staff will be responsible for:

- Displaying the behaviour expectations statement in their classrooms and following school procedures
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Ensuring children are safe both from their own actions and those of others through establishing good order in the classroom.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly, throughout the school day
- Supporting pupils following behaviour expectations
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- Sanction any poor behaviour proportionately.
- Reporting any repeated or more serious incidents to the head of school.
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Parents will be responsible for:

- Supporting the school's behaviour expectations and showing this through the signing of the home / school agreement at the start of each year
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Children will be responsible for: __

- Their own behaviour both inside school and out in the wider community
- Being considerate and polite to teachers, support staff, other children and visitors and to respect the authority of the adult in charge.
- Listening to adults and each other in lessons and worships and to consider each other's feelings.
- Walking around school quietly and calmly.
- Taking a positive role in all classroom activities and to trying to be the best they can be.
- Working and playing co-operatively with each other.
- Looking to the needs of others and reporting any incidences of unkindness or bullying – they experience themselves or they may see others experience.
- Accepting a solution or consequence if they have done something wrong
- Caring for the school and its equipment and reporting any damage they see.

- Following school rules and signing the school/ child agreement (if age appropriate)

Implementation of this policy

The behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We expect everyone to follow our six core values which are constantly reinforced and used by everyone within school.

Our values are:

Respect, Hope, Love, Forgiveness, Trust and Honesty.

The school follows a restorative approach to behaviour. This aims to:

- Foster social relationships in a school community of mutual engagement.
- Be responsible for one's own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair.
- Be committed to an equitable process.
- Have everyone in school actively involved in decisions about their own lives.
- Create opportunities for reflective change in pupils and staff

After each incident pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. 5 questions are asked to guide this discussion:

- What happened?
- What were your thoughts/feelings?
- Who has been affected/harmed?
- How can we meet everyone's needs and find a way forward?
- How can we do things differently in future?

Restorative processes do not shy away from applying sanctions but focus on the need to take responsibility for finding a constructive way forward for all concerned. The impact of this approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Method and Approach

On induction staff will be trained on the restorative approach with continuous professional development being offered throughout the school year to promote consistency amongst staff. To support the approach staff will:

- Greet children each day as a fresh start / new day
- Provide a calm, safe environment
- Model good relationships
- Build positive relationships and show interest in the children's lives

- “Check in” with children regularly across the day
- Focus on effort as well as achievement, supporting children to develop a growth mindset
- Celebrate success and when children go above and beyond expectations
- Use specific praise in order to reinforce positive behaviour

Rewards

Rewards are used both across the school to recognise achievement in a range of aspects.

These might be:

- Verbal praise.
- Dojos as class reward – with an increasing reward for the whole class as they earn more
- Special stickers for outstanding achievements or endeavours – awarded by Head of School
- Deferred rewards (e.g., Certificates, Trophies, Medals, Badges) for consistently outstanding behaviours, accumulated over time.
- Responsibility given to undertake a role in the school (e.g., Worship Crew, Librarian, School Council, Peacemakers, Eco committee)

Managing unacceptable behaviour

We recognise that all people can make wrong choices and children are learning how to be good citizens.

Staff will take time to develop a safe culture within the classroom, where routines and expectations are clear to children, according to their age. Talking about good behaviour choices is woven through the school day and curriculum.

However, there are times when children may make poor choices of behaviour and this will be managed effectively.

Where a child is not behaving in an acceptable way, they will be given a reminder to change. This will be reinforced by a “pink for think” chart. Should a child’s behaviour not improve, or there is an incident of a more serious nature, children will be told their behaviour has reached a “red” level which will incur an appropriate sanction.

Examples of these may be:

- Loss of playtime
- Issuing a verbal reprimand and reminder of the expected behaviour
- Completion, by pupil, of behaviour forms as an account of their behaviour in their own time
- Removal of privileges
- School-based community service, e.g., tidying the classroom, litter picking

Records of “red” behaviour will be kept to identify patterns or potential safeguarding concerns. It may also be an indication of a child’s deteriorating mental health. All staff will be alert to significant changes to a child’s behaviour as an indication that they need help or protections.

Where a child’s behaviour continues to be a concern, senior staff will contact parents. On rare occasions, some behaviours may put the child or other children at risk of harm. Staff are

allowed to use 'reasonable force' on these occasions to make a situation safe. Our 'Safe Touch and Restrictive Interventions Policy' should be read in conjunction with this policy.

Bullying

The school takes any allegation of bullying seriously and all staff know that bullying can happen anywhere. Bullying is:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Often involves an imbalance of power due to size, age or in number of people involved
- Can happen online or in person

Records of unacceptable behaviour against others are kept so that any patterns can be spotted. Should a child, or parent of a child, believe that they are being bullied this will be recorded according to the school's anti-bullying policy.

Online behaviour

We recognise that children socialise online outside of school. As part of our curriculum we teach children how to stay safe online and this is reinforced through our behaviour policy. Allegations of poor online behaviour, either in school or at home, will be followed up promptly. Families are also supported through providing education about safe use of online devices for children and reminders of regulations and guidelines about children's online use.

Additional Needs and Disabilities

Due to additional needs, some children require extra support and guidance in their behaviour. We understand that all behaviour is a form of communication and often poor behaviour can be a sign of an unmet need. We will support each child according to their individual needs, taking guidance from other professionals where appropriate.

Suspension and Exclusion

Serious behaviour incidents are rare. However, some serious or repeated behaviours may warrant a suspension (as per the suspension and exclusion policy.) A suspension is a fixed-term exclusion from school.

Examples of behaviours which may warrant a suspension are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender reassignment

- Abuse relating to disability

Instances of these behaviours must be reported to the Head of School and Executive Headteacher, investigated and recorded. The Head of School will liaise with the Executive Headteacher before suspending a pupil. Following a suspension a child will be placed on a personal support plan with specific targets set for improvement. Regular communication will be put in place with a child's family.

Where there is no improvement, support will be sought from behaviour specialists and the use of short-term alternative provision placements considered.

In the most serious of cases, then school may consider permanent exclusion. Exclusion is the permanent removal of a child from a school's register. Further information is available in the 'Suspension and Exclusion Policy' which should be read in conjunction with this policy.

This policy was agreed by the Local Governing Body in February 2026 and will be reviewed in September 2026.