Littledean Church of England Primary School and Pre-School

Behaviour Policy

Date of policy review: September 2026
Approved by Full Governing Board: 14th October 2026
Date of next review: September 2027

Aspiration - Resilience - Community

Statement of Intent
At Littledean C of E Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children and staff and children with their peers. We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong.

Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and make sense of their own lives and experiences, hopefully beyond school and into the 'real' world.

Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual trust and respect between members.
- To provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To help children to develop a sense of worth, identity and achievement.
- To help children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To promote relationships where we understand each other, enabling everyone to work together with the common purpose of helping all children to achieve their best.

Our ethos is to build relationships by recognising every child as an individual, building self-esteem, self-confidence and self-awareness.

'Loving one another, building each other up'

Legal Framework
This policy has due regard to all relevant legislation and statutory and non-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'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education

- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Roles and Responsibilities

The Governing Board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Head Teacher on promoting good behaviour where appropriate.
- 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 Head Teacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Social, Emotional or Mental Health (SEMH) related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the Governing Board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- 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.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health and Wellbeing Lead (MHWL) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENDCO will be responsible for:

- Collaborating with the governing board, Head Teacher and the MHWL part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO, the MHWL and where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- 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.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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.
- Supporting pupils in adhering to this policy.
- 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. The relevant figures of authority include:
  - SENDCO.
  - Headteacher.
  - Subject leader.
  - Mental Health and Wellbeing Lead
- As authorised by the Head Teacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Allowing peers to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- Having positive attitudes towards their own learning.
- Allowing others to learn and reach their full potential.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the school with its approach to behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school with ensuring their child/children attend school and in on time.
- Celebrating the school rewards their children have received.

Definitions

For the purposes of this policy, the school will define 'serious unacceptable behaviour' as any behaviour, which may cause harm to oneself, or others, damage the reputation of the school within the wider community and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- **Harassment** – behaviour towards others, which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation.
- **Bullying** – a type of harassment, which involves personal abuse, or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages or an intimidating or threatening nature.
- **Verbal abuse** – including swearing, racist remarks and threatening language against another pupil or adult.
- **Physical assault** - against another pupil or adult (including acts of aggression)
- **Persistent disobedience –** when low level concerns escalate
- **Extreme behaviour –** such as violence and serious vandalism
- **Any behaviour which threatens safety or presents a serious danger**

Sexual Abuse and Harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately, to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Our Approach

Our school takes a non-judgemental, curious and holistic stance when trying to makes sense of behaviour; ensuring opportunities for reparation. The key points in regards to our approach to behaviour regulation are:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.
- Taking a non-judgemental, curious and empathetic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be viewed as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community (see Appendix 1)
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Rewards and consequences following certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise a child from their peers, school community and family, leading to potentially more negative behaviours.
- Not all behaviours are a matter of 'choice' and not all factors linked with the behaviours of a child are within their control. Therefore, the language of choice, e.g. good choice/bad choice, is not always helpful.
- Encouraging parental engagement and involvement is crucial when addressing and planning support for children's social and emotional needs. 'The parent-child connection is the most powerful mental health intervention known to mankind' (Bessel van der Kolk).

Emotion Coaching

We use Emotion Coaching as a tool to support children to understand, regulate and reflect on their behaviour (see Appendix 2 for more information).

Step 1
Recognising the child's feelings and empathising with them.
'I understand how you feel, you're not alone'

Step 2
Labelling the child's feelings and validating them, let them know it is okay to feel that way.
'I can see that you are feeling …….'

Step 3
Set limits on behaviour (if needed).
'It's not always possible to get what we want'

Step 4
Problem solving with the child.
'We can sort this out/ we can fix this this'

Where a restorative approach is needed the following areas will be considered/discussed with the child

1. What happened?
2. Who was affected?
3. What were you feeling? What were others involved feeling? (Emotion Coaching may be needed).
4. How can we make things right?

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Praise

We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, school staff will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance, independence, resilience and growth mindset are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

- Verbal praise and personal feedback on behaviour and engagement
- House Points – Each child in the school belongs to a house; Beechenhurst, Clearwell or Puzzlewood. The children can earn points for improvement, challenging themselves and good team work. The House Points are counted weekly and announced in Celebration Worship. The winning house each term receives an 'afternoon of fun'.
- Sharing learning with other teachers, senior leaders and the Head Teacher
- Celebration Worship – certificates for 'Learner of the Week', 'Reader of the Week' 'Values Award' and 'Presentation Award.'

Each class also has bespoke awards relevant to the age and stage of development of the children. These change according to the cohort of children and what they find motivational.

Monitoring and Reporting Behaviour Patterns

Each class has a behaviour monitoring form, which is completed following any incidents of negative behaviour. These are shared with the Head Teacher, Mental Health and Wellbeing Lead and SENDCO. These forms are checked to ensure that appropriate follow up has taken place following concerns, such as speaking to parents or an appropriate sanction (depending on the age and stage of development of the child).

Where a child requires persistent adult support to regulate behaviour, ABC sheets (Antecedent, Behaviour, Consequence) will be used to enable school staff to analyse behaviours, identify any trends or trigger and put in a plan of support.

Additional Needs

We acknowledge that some children's behaviour may reflect social, emotional and mental health needs, which may require additional provision to what is outlined in this policy. The SEND Policy should be read for how additional needs are supported in the school.

Risk Assessment
At times may be necessary to conduct a risk assessment for the particular behaviour demonstrated by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- By personalising curriculum and other learning programmes

De-escalation Strategies
Where negative behaviour is present, staff members will use de-escalation strategies, along with emotion coaching, to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the member of staff.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work'

Physical Intervention
An approved provider will train key members of staff in positive handling. Staff will physically restrain a pupil if their behaviour is placing themselves or others at risk. This will only happen as a **last resort**. Strategies that are used before using restraint could be asking the pupil to leave the room or area, asking other pupils to leave a room or area, suggesting to a safe space or giving pupils a task to give them a break from the classroom.

We always seek to de-escalate a situation (using emotion coaching for example) and only restrain if there are no other options.

Sanctions
There are two types of sanction. The first is delivered by the Class Teacher or TA and this sanction is for any behaviour that stops/interrupts learning in the classroom. We would classify this behaviour as 'low level disruption' and could include behaviours such as:

- Calling out
- Making noises
- Talking when the teacher is teaching/unhelpful talk
- Tapping repeatedly and deliberately to cause disruption
- Swinging on chairs
- Not having due regard for the teacher's authority – argumentative, uncooperative, rude
- Not following instructions
- Wandering around for no clear reason without permission

- Wasting learning time deliberately.

For these behaviours the sanction is delivered in class by the Teacher or TA and is to miss out on free time. It is important that the pupil knows what the behaviour was that resulted in the sanction and can articulate it so that they can learn from it. The Class Teacher or TA will decide on the amount of minutes the child will lose from their next break time. The child will be given the opportunity to earn back some of the time they will miss, but not all of it.

The next type of sanction is for behaviour that is more serious and will result in the loss of a whole break or lunchtime. This is for either hurting another child or adult through deliberately unkind or threatening behaviour or actual hurting. It is also implemented for the intentional damage of school resources. Time cannot be earned back and parents will be informed, either in person or telephoned/emailed. It may be the case that either or both of these behaviours may meet the threshold for a suspension or permanent exclusion (see Suspensions and Exclusion Policy).

Suspension and Exclusion

The exclusion of a child from the school is always a last resort and not a decision that is taken lightly. However, the school does and will suspend/exclude children for serious unacceptable behaviour and repeated and escalating low-level disruptive behaviour that affects the learning of other children.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, and violent and prevent the efficient education of others, suspension or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to the Local Authority, following local and national guidance.

This policy should be read in conjunction with the following policies:

- Anti-Bullying and Cyber Bullying
- Child Protection/Safeguarding
- Equality
- Positive Handling
- SEND
- Inclusion
- Suspensions and Exclusions