



Behaviour Policy

Draft

Date reviewed: August 2026

Signed by Chair of Governors:

Signed by Headteacher:

Date of next review: July 2027

Behaviour Policy

Aims of the Policy

- To encourage a safe, calm, purposeful, and happy atmosphere in line with the school's vision and Christian values.
- To foster a positive, caring attitude towards everyone, where achievements at all levels are acknowledged and valued.
- To celebrate children's achievements, effort, and attitudes, using them as role models for others.
- To encourage increasing independence and self-regulation, helping each child take responsibility for their actions and choices.
- To ensure a consistent approach to behaviour across the school, with the cooperation and involvement of parents.
- To establish clear boundaries of acceptable behaviour, including online conduct, with children's safety as the highest priority.
- To ensure all members of the school community understand our behavioural expectations, policy, and approaches.
- To promote a shared sense of direction and common purpose among pupils, staff, and parents.
- To implement a consistent, age-appropriate approach to rewards and sanctions that is clearly understood by all.

Our School Vision

To nurture our children's curiosity and creativity through partnership with our community, enabling them to be the best versions of themselves.

We will grow together in: **Curiosity, Creativity, Community.**

Our Christian Values

Our behaviour policy is underpinned by our school's Christian values: **Friendship, Thankfulness, Perseverance, Love, Creativity, and Hope.**

These values are displayed throughout the school, regularly referenced, and understood by all children.

Our Three School Rules

We have developed **Three School Rules**, closely linked to our core values, covering all aspects of behaviour. These are displayed in every classroom and communal area.

At the beginning of each year, the rules are reintroduced and continually referred to in promoting positive behaviour.

All behaviour-related discussions with children refer back to these rules and the school's Christian values.

Our School Rules Are:

Ready: We are READY to listen, READY to learn. We are READY for new challenges. We show each other how we are READY for learning every day.

Respectful: We are RESPECTFUL to everyone we meet in school. We use kind words. We are polite with good manners. We listen to other's opinion and share ours in a courteous way.

Safe: We are SAFE and keep each other SAFE. We have kind hands, feet and words. We make the right choices and learn from our mistakes.

Our Commitment to Positive Behaviour

At Bishopstone CE Primary School, we believe everyone has a vital role in promoting positive behaviour and preventing unwanted behaviour.

We will:

- Help children understand the school's vision in an age-appropriate way.
- Model positive behaviour through our actions and relationships.
- Build strong relationships with all children.
- Celebrate and reward positive behaviour.
- Create an environment where children take pride in their behaviour and learning.
- Use positive language (e.g., "We walk in school" rather than "Don't run").
- Refer regularly to our Christian Values and School Rules.
- Apply the behaviour policy consistently.
- Treat children fairly (fairness doesn't always mean treating everyone the same).
- Make appropriate adaptations for children with SEND or other needs.
- Always offer a "fresh start" after any behaviour issue is addressed.
- Ensure lessons are accessible to all.
- Maintain positive, welcoming classroom environments.

Safeguarding, SEND and Behaviour

The school recognises that changes in behaviour can sometimes be an indication that a child is in need of help or protection.

When responding to behaviour incidents, staff will consider whether the behaviour may be linked to:

- A safeguarding concern;
- Social, emotional or mental health needs;
- Special educational needs or disabilities (SEND);
- Trauma, bereavement or adverse childhood experiences;
- Medical needs or other vulnerabilities.

Where appropriate, behaviour concerns will be discussed with the Designated Safeguarding Lead and may result in support, intervention or referral to external agencies.

The school will make reasonable adjustments for pupils with disabilities and consider the individual needs of pupils with SEND when applying this policy. Behaviour expectations remain high for all pupils; however, responses to behaviour will be fair, proportionate and adapted where necessary to ensure equality and inclusion.

This policy should be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Equality Information and Objectives.

Positive Rewards

We prioritise rewards to reinforce positive behaviour. These include:

- Verbal praise (public and private)
- Stickers and Class Dojo points
- Certificates and Headteacher's Awards
- Compliments and celebration in assemblies
- Postcards sent home for exceptional effort or behaviour

House Points

Every child belongs to one of four Houses: **Coker, Willoughby, Keates, or Goddard.**

- Throughout the week, Dojo points are awarded for good work or behaviour.
- On Friday mornings, totals are shared during **Celebration Worship**.
- Certificates are awarded for milestones, and the winning House is recognised.
- At the end of each half-term, the winning House enjoys a reward which could be either extra break time, non-uniform day or even tea and cake with the Head.

Dojo are displayed online in the classrooms, and all staff can award points—during class, lunch, or playtime.

Unacceptable Behaviour

If a child's behaviour does not reflect our School Rules or Christian Values, we follow a staged approach:

Stage 1

Reminder and redirection, with any needed adaptations to support the child.

Stage 2

A private verbal warning to prompt behaviour change, supported with a quiet conversation.

Stage 3

'Time out' during work time or playtime to reflect and engage in a restorative conversation.

Stage 4

Meeting with the Headteacher, behaviour recorded in CPOMS, and parents informed. Support may include:

- ELSA sessions
- Social Stories or similar

- Buddy systems
- Classroom seating adjustments
- Additional support staff
- Behaviour plans or passports

Unacceptable behaviour, including online conduct and child-on-child abuse, will be taken seriously and recorded in **CPOMS**, along with actions and follow-up support.

Child-on-Child Abuse

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child-on-child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. Please see Child Protection and Safeguarding policy for further information.

Child-on-child abuse can include:

- Bullying (including cyber-bullying)
- Child-on-child sexual abuse.

The following action is taken:

- Incident is investigated with all who are involved, including witnesses, and a record is kept
- Incident report is completed
- Parents of victim and perpetrator are informed.
- Education is provided and sanctions are put in place where necessary
- Other agencies may be involved as necessary.

Procedures in place to minimise the risk

- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Displays and posters around school support children in knowing who they can talk to. There is a worry box in the library and children are taught that we are a listening school.

Children are signposted to helplines such as Childline.

- All children are taught about their 'Trusted adult'. This ensures children have trusted adults they know they can talk to and from whom they can seek help.
- We teach children that it is important to share concerns and worries even if that worry is about another child's wellbeing.
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. A rigorous programme of PSHE is in place for all year groups including a clear focus on who is a trusted adult both in and outside of school.

- We deliver a Relationships Education and Health Education (Primary) curriculum in line with the DfE statutory guidance. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. At CWPS, we follow the Jigsaw PSHE scheme of work.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child-on-child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child-on-child abuse are reported to the safeguarding team.
- The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that child-on-child is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Following an incident where sexually harmful behaviour has been identified, the safeguarding team will ensure that risk to siblings is considered.

Restrictive intervention and use of reasonable force

Staff should be aware of the DfE's 'Restrictive interventions including use of reasonable force' Policy. A copy is available in the staff room. A risk assessment must be completed where children exhibit extreme behaviour.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. Examples of restrictive interventions could include: supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others, passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight.

Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the guidance. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Children who have been identified as presenting a risk must have a positive handling plan. Staff who are expected to use planned physical intervention techniques should be trained. Level 2 Team Teach training has been completed by two members of staff.

Physical intervention:

- may be in the best interests of the child
- should be avoided unless it is absolutely necessary
- should, if circumstances and time allow, be preceded with a verbal warning
- must be reasonable and proportionate.

All staff who have control of pupils during the school day or come into contact with pupils may use reasonable force to control or restrain a pupil who is:

- a) At risk of injury to themselves
- b) Has caused or is likely to cause injury to another pupil (fighting) or themselves or member of staff (attacking).
- c) At risk of significant deliberate damage to property
- d) Behaving in a way that is compromising good order and discipline
- e) At risk of causing injury through rough play or misuse of materials or objects
- f) Absconding from class/school
- g) Persistently refusing to leave a classroom/teaching area
- h) Seriously disrupting a lesson.

Parent/class helpers are made aware of restraint procedures but unless they are working away from the class teacher (e.g., in the grounds) should not intervene physically except where the child is seriously at risk of endangering themselves or others. If a child working with a helper demonstrates unruly behaviour the class teacher should be told immediately and the child returned to class.

Physical intervention may involve: holding or guiding and, in extreme cases, more restrictive holds and biomechanical disengagement. Physical intervention may cause minimal discomfort and there is the possibility of accidental injury. Physical intervention must never involve: slapping, pinching, kicking, twisting or forcing limbs, tripping up, holding or pulling hair or ear, holding face to ground or holding around the neck. Staff must avoid touching or holding a pupil in a way that might be considered indecent.

Use of reasonable force to search pupils

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The authorised member of staff conducting the search should always seek the co-operation of the pupil before conducting a search. If a pupil is not willing to co-operate, consideration should be given as to why this is. Advice should also be sought from the Head teacher, DSL or other staff who may have information about the pupil. The decision to use reasonable force to search a pupil should be made on a 'case by case' basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder; as in section 4 above, the pupil's welfare is paramount and use of reasonable force to search a pupil should be a last resort. Staff should refer to [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a pupil. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Recording and reporting

- All incidents will be recorded before end of working day on CPOMs and reported to parents. A written record of the incident will be provided to the parents/carers on the same day where practically possible or by the next working day to ensure all staff involved have the opportunity to contribute to the report and agree the contents. Schools are not required to report to parents if in doing so it would likely result in serious harm to the pupil; in this circumstance the local authority will be contacted.
- Include antecedents, de-escalation attempted, degree and duration of intervention.
- Record injuries, pupil views and follow-up actions.
- Headteachers monitor each incident report on the day and complete a termly review of all incidents to ensure continued best practice.
- The Governors receive termly reports within the Behaviour and Safeguarding section of the Headteacher's report.

Outside the Classroom

Consistent behaviour expectations apply at all times - including during trips, lunchtime, and playtime.

Where challenges arise, the class teacher and lunchtime staff work together on strategies. Some children may require additional supervision or a calm space with a key adult.

Behaviour Beyond the School Site

The school's behaviour expectations apply whenever a pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- Representing the school;
- Behaving online in a way that could affect members of the school community;
- Identifiable as a member of the school.

The school may apply sanctions where behaviour outside school:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil, member of staff or member of the public;
- Could adversely affect the reputation of the school;
- Involves bullying, cyberbullying or discriminatory behaviour.

The school will work closely with parents and external agencies where behaviour outside school raises safeguarding or welfare concerns.

Online Behaviour and Cyberbullying

The same standards of behaviour expected in school apply online.

Pupils are expected to:

- Use technology safely, respectfully and responsibly;
- Treat others with kindness and respect online;
- Report any online concerns or inappropriate content to a trusted adult.

Examples of unacceptable online behaviour include:

- Cyberbullying;
- Sending, receiving or sharing inappropriate content;
- Deliberately excluding, humiliating or threatening others online;
- Misuse of school technology or accounts;
- Any online activity that may place pupils or staff at risk.

Pupils must comply with the school's expectations regarding mobile phones, smart watches and other personal electronic devices. Devices may be confiscated where used inappropriately or contrary to school rules.

Incidents of online misconduct will be dealt with in accordance with this policy, the Online Safety Policy and the Safeguarding and Child Protection Policy.

Searching, Screening and Confiscation

School staff have statutory powers to search pupils and confiscate prohibited items where permitted by law and in accordance with current Department for Education guidance.

Banned items

In order to keep our school safe and focused on learning, some items are not allowed in school. These include sharp or dangerous objects (such as scissors not provided by the school, penknives, or tools), matches or lighters, and any substances such as medicines (unless agreed with staff), sweets, chewing gum, fizzy drinks, or energy drinks. Any item that is unsafe, inappropriate, or likely to disrupt learning will be removed and returned to parents or carers if necessary. These rules help us create a calm, safe, and positive school environment where everyone can enjoy learning. The Headteacher and authorised staff may search a pupil or their possessions where there are reasonable grounds for suspecting that a prohibited item is present.

Any searches will be conducted lawfully, respectfully and with due regard for safeguarding and pupil welfare.

Confiscated items will be dealt with appropriately and, where necessary, parents and external agencies will be informed.

Suspension and Exclusion

The Headteacher may suspend or permanently exclude a pupil in accordance with current statutory guidance.

Suspension or permanent exclusion may be considered where there has been:

- A serious breach of the school's Behaviour Policy;
- Persistent breaches of the Behaviour Policy;
- Behaviour that places the safety, learning or welfare of others at risk.

Examples may include:

- Violence towards pupils or adults;
- Serious bullying or discriminatory behaviour;
- Sexual harassment or sexual violence;
- Possession of prohibited items;
- Dangerous behaviour;
- Persistent disruptive behaviour.

When making decisions about suspension or exclusion, the Headteacher will consider:

- The individual circumstances of the incident;
- Any SEND or disability-related needs;
- Safeguarding considerations;
- The school's duties under the Equality Act 2010.

The school will follow all current Department for Education guidance regarding suspension, permanent exclusion, reintegration meetings and support for pupils returning to school.

- **Suspension** = fixed-term removal from school
- **Permanent exclusion** = last resort for serious/persistent breaches of policy

Children Requiring an Individual Behaviour Plan

Some children may need personalised support due to additional needs.
Plans are developed based on:

- Observations
- Advice from external professionals
- Parent discussions

Support may include **Pupil Passports** or **Individual Behaviour Plans**.

Related Policies

This policy should be read alongside:

- Anti-Bullying Policy
- Safeguarding & Child Protection Policy (including Child-on-Child Abuse)

- Restrictive intervention policy

Monitoring and Review

The Headteacher and Governing Board will monitor the implementation and effectiveness of this policy.

The policy will be reviewed annually, or sooner if changes to legislation, statutory guidance or local circumstances require.

Any significant behaviour trends, exclusions, suspensions or safeguarding concerns will be reported to governors as part of the school's ongoing monitoring arrangements.

Responsibilities

- **Governors:** Monitor and review the policy.
- **Headteacher & Staff:** Communicate and implement the policy effectively.
- **All Staff:** Model and uphold the behaviour expectations.
- **Parents and Carers:** Support the school's behaviour expectations and work in partnership with staff to promote positive behaviour.

Appendix: Behaviour Expectations for All Adults

All adults on site are expected to model respectful, calm, and inclusive behaviour. Guidelines include:

- Show respect and courtesy; be open to others' viewpoints.
- Stay calm, even during disagreements.
- Use appropriate language—no swearing or abusive, racist, sexist, or homophobic remarks.
- Never direct threats or abuse at staff, parents, or pupils.
- Follow site access rules, including in the car park.

Note: Under Section 547 of the Education Act (1996), causing a nuisance or disturbance on school grounds is a legal offence.

Misuse of social media

Posting defamatory or abusive comments online (e.g. Facebook) will result in a request for removal. Serious misuse may involve legal action or reporting to the platform's "report abuse" function.

Partnership with Parents

We value strong home–school relationships. Staff and parents work together to promote positive behaviour.

Concerns should be raised with the **class teacher**, **Headteacher**, or **Governors**.