



Stradbroke CE Primary School

Positive Behaviour Policy

Approved by: Local Governing Body

Date: Spring 2022

Last reviewed on: Summer 2025

Next review due by: Summer 2026

Contents

1. Introduction	2
2. Aims.....	2
3. Legislation and statutory requirements.....	3
4. Roles and responsibilities	3
5 Consequences	5
5.1 Rewards.....	5
5.2 Sanctions	5
5.3 Off-site behaviour	6
5.4 Malicious allegations	6
8. Behaviour management	6
9. Pupil transition	9
10. Training.....	9
11. Monitoring arrangements	9
12. Links with other policies	9

.....

1. Introduction

Our school is a community of pupils, teachers, teaching assistants, lunchtime staff, governors, parents/carers and other adults. All members of our school community are valued equally. In our school, we nurture our children by listening to them, validating their feelings and supporting all children to feel a range of emotions in a safe way. We value the importance of equipping our children with a toolkit of strategies to understand their emotions and support them to manage these safely. In our school we commit to equipping all members of our team to be able to respond to the needs of individuals and adapt our approaches appropriately.

A community works best where there is mutual respect between all members and an agreed code of conduct within which all activities take place. It is our aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built upon mutual trust and respect for all. This positive behaviour policy is designed to support the way in which all members of the school live and work together.

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how adults support children with their behaviour choices
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

Stradbroke CE Primary School's Aims

'Rooted and grounded in love...in all that we do we prosper' embraces our vision for our whole school community to feel valued, nurtured and supported, enabling everyone to thrive and be their best. We celebrate the achievements of everybody and how uniquely different we all are.

Values for Life

As a Church school, we believe in the power of recognising and encouraging positive behaviour. We follow a three year rolling programme of Christian Values for Life. Each half term a value is concentrated upon in collective worship such as "respect", "friendship", "perseverance", and each week, we celebrate children who are seen to demonstrate this value. We believe in modelling positive behaviour and developing our pupils' awareness of their rights and responsibilities.

3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Common Law • Criminal Law Act 1967 section 3(1) • Criminal Justice & Immigration Act 2008 Section 76 • Human Rights Act 1998 Article 2(1) 2 (2) • Manual Handling operations regulation(4) 1992

4. Roles and responsibilities

4.1 The governing board

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

4.2 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for:

- Reviewing and approving this behaviour policy.
- Implementing the school's positive behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Ensuring the health, safety and welfare of all children in the school.
- Ensuring that the school environment encourages positive behaviour.
- Supporting staff in encouraging positive behaviour choices in children.
- Monitoring how staff implement this policy to ensure the policy is followed consistently.
- Recording all reported serious incidents linked to behaviour. The senior leadership team will support staff in responding to behaviour incidents.

- Giving fixed-term exclusions (Executive Headteacher) to individual children for serious incidents as a last resort. For repeated or very serious acts of anti-social behaviour, permanent exclusion may be applied. These actions are reported to the Governing Body and Trust Board.

4.3 Staff

Staff have the right to:

- Be treated with respect by all members of the school community (children, colleagues and parents/carers).
- Work in a supportive and safe environment.

Staff are responsible for:

- Implementing the behaviour policy consistently and treating each child fairly.
- Modelling positive behaviour.
- Promoting pupils' self-esteem through their interactions with them.
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability.
- Providing a personalised approach to support the specific behavioural needs of particular pupils, making reasonable adjustments in the best interest of individuals.
- Building a supportive dialogue between home and school, and informing parents immediately if there are concerns about their child's welfare or behaviour.
- Recording behaviour incidents on our online system, Arbor.

4.4 Children

Children have the right to:

- Work and learn in a supportive and safe environment.
- Have a voice and be listened to, including being given opportunities for reflection.
- Be treated fairly and with respect.
- Have their belongings treated with respect.
- Have reasonable adjustments made to best support their individual needs.

Children have the responsibility to:

- Be involved with creating the new Class Rules each year.
- Be supported to understand how to be kind and show empathy towards themselves and others (information about how our school approach to bullying can be found in our Anti-Bullying policy).
- Follow the class and school rules to the best of their ability.
- Be mindful of how others work and learn.
- Look after the school environment.
- Show respect to members of staff and each other.
- Respect other people's belongings.
- Use appropriate language.
- Understand that there are consequences to their actions.
- Follow their same behaviour expectations when outside of the school environment, understanding that they are representing the school, including when outside of school.

4.5 Parents

Parents have the right to:

- Share their views with school staff in a calm and constructive manner
- Be respected by all members of the school community
- Be told about any concerns with regard to their child's behaviour promptly and appropriately

Parents are expected to:

- Support their child in following the class and school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work with the school, so that their child receives a consistent message about how to behave at school and at home.
- Read and support the home–school agreement including internet acceptable use policies.
- Read and support the school positive behaviour policy.
- Support the actions of the school where it has had to use reasonable consequences in response to incidents
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions do not have a positive resolution informally, parents may use the school's formal complaints procedure.

5 Consequences

5.1 Rewards

The intention of this policy is to encourage children with their behaviour choices. This is supported through a system of praise and reward for all children. These are some of the ways in which we support children with positive behaviour choices:

- Staff recognise individual achievements and praise and congratulate children in meaningful and genuine ways.
- Staff can give stickers, certificates or stamps to help recognise children's individual achievements.
- Staff give house points. There are four houses in each school. Whilst each child receives awarded points individually they count towards the team and the team with the most points will be celebrated.
- SLT will recognise children's individual achievements and make the most of opportunities to celebrate these.
- Children are nominated to receive a certificate in a weekly Celebration Assembly held on a Friday and attended by all staff. This assembly also acknowledges all the efforts and achievements of children out of school.
- Individual teachers will decide upon class-based rewards as appropriate to age and circumstance.

5.2 Consequences

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal or non-verbal reminder.
- A child reflecting on incidents (during break or lunchtime) to help them understand their actions and being supported to identify a change that could be made in the future to avoid similar incidents.
- Expecting work to be completed at break or lunchtime.
- Asking for support from a member of SLT.
- Communication with parents/ carers.

- Fixed-term or permanent exclusions (these can only be actioned by the Executive Headteacher).

5.3 Off-site behaviour

The law allows teachers the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' In all cases of misbehaviour the teacher can only discipline the pupil on School premises or elsewhere when the pupil is under the lawful control of the staff member.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

(DfE, Behaviour in schools: advice for headteachers and school staff 2022).

5.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will take appropriate action in line with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Work with the children to discuss and create a set of class rules at the start of each year. They will be decided upon, agreed, displayed and referred to regularly throughout the school year.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Modelling and promoting positive behaviour choices
 - Concluding the day positively and starting the next day afresh
 - Utilising a range of strategies for responding to low-level disruption
 - Using specific positive praise

8.2 Physical contact including restraint

Staff can use appropriate physical contact in order to support or comfort our children. For example:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

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:

- Be reasonable
- Be necessary and proportionate
- Always be used as a last resort
- Be recorded on our online system (Arbor) and reported to parents

Bellscroft Consultancy (BehaviourSafe in Education trainers) provide appropriate training to staff.

8.3 Confiscation

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

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

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

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

8.3 Fixed Term Suspension and Permanent Exclusions

- Only the Executive Headteacher has the power to suspend or permanently exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- If the Executive Headteacher suspends or permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Executive Headteacher informs the Trust and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

- The governing body itself cannot either suspend a pupil or extend the suspension period made by the Executive Headteacher.
- The Trust board considers any suspension or permanent exclusion appeals.
- When an appeals panel meets to consider suspension or exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and any support services, and consider whether the pupil should be reinstated.
- If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Fixed term suspensions

Serious breaches of behaviour and discipline such as acts of **physical assault, verbal abuse, stealing, deliberate severe damage to property and absconding from school premises** will result in a fixed-term suspension. All aspects of the case will be taken into account before this step is taken.

Permanent exclusions

Permanent exclusions are the final course of action when all other steps have been taken yet the behaviour of the pupil continues to disrupt the learning and safety of others. However, there may be some instances where a permanent exclusion may be the most appropriate action.

8.4 Recording Behavioural Incidents

Behavioural incidents are recorded electronically using the Behaviour System on Arbor. Incidents are tagged and rated to show their severity and how they have been dealt with. The points system is detailed below:

- Level 1 negative = class teacher involved
- Level 2 negative = class teacher and/or SLT involved
- Level 3 negative = class teacher and/or SLT involved, parents informed
- Level 4 negative = fixed exclusion
- Level 5 negative = permanent exclusion

If a behavioural incident includes a Safeguarding concern, these will be recorded using the school's online Safeguarding system, 'My Concern'.

For pupils with an individual risk assessment and Positive Behaviour Support Plan, a more detailed incident form (developed following specialist Behaviour Safe Training from Bellscroft Consultancy) will be completed which looks carefully at the antecedent, exact behaviour that occurred and what happened after as well as considering changes to make for the future to try and prevent reoccurrences.

8.5 Pupil support

Our aim is to support children to be emotionally regulated as often as possible.

Emotional regulation is the ability to manage our emotions. If a child is emotionally dysregulated, we recognise that they are not in a place that they can manage their emotions. In these situations, our aim is to support the child to help them become emotionally regulated again.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, we will make reasonable adjustments to our positive behaviour policy in response to children's individual needs.

The school's special educational needs co-ordinator will evaluate a child who exhibits dysregulated behaviour to determine whether they have any underlying needs that are not currently being met.

An individual risk-assessment is completed in conjunction with parents, class teacher and SLT and reviewed by the SENCo to ensure that all elements of dysregulated behaviour are fully considered as well as the measures that can be put in place to reduce their likelihood. Children with an individual risk assessment also have a Positive Behaviour Support Plan, again written by the parents, class teacher and SLT and reviewed by the SENCo.

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.

9. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour concerns may be transferred to relevant staff at the start of the term or year. Information on behaviour concerns may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

We work with a range of agencies including Bellscroft Consultancy and Invested Wellbeing to equip staff with a range of strategies to support children with emotional regulation. This includes strategies for de-escalation.

Training on proper use of restraint is given as required.

Behaviour management will also form part of continuing professional development.

Staff training certificates are held on staff files.

If the SENCo identifies a need for specific training relating to children's individual needs then this is arranged accordingly.

11. Arrangements

The Executive Headteacher will monitor the effectiveness of this policy on a regular basis and report to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This is done through discussion at weekly staff meetings and by regular discussion with all staff members. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on their SEN files. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12. Links with other policies

This behaviour policy is linked to the following Trust policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

This policy was reviewed following training from Invested Wellbeing and Bellscroft Consultancy.