



BEHAVIOUR POLICY

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Introduction & Aims

This Behaviour Policy sets out statutory requirements for promoting good behaviour, ensuring discipline is lawful, non-discriminatory, and consistent with the Education and Inspections Act 2006, the Equality Act 2010, and statutory guidance issued by the Department for Education.

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Use of Reasonable Force (Dfe, updated February 2025)
- Keeping Children Safe in Education (Dfe 2025)
- Education and Inspections Act (2006)
- The Equality Act (2010).

Bewley Primary School's aim is to create a happy and friendly atmosphere where children can develop their full potential. Each child in our school is valued and encouraged to develop spiritually, morally, emotionally and academically in a happy, safe and secure environment. Children will learn to recognise, respect and value each other and they have a right to feel safe and secure in and around the school.

As a Unicef Rights Respecting School, we recognise the importance of valuing each person in our learning community as an individual. This policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child. It links directly to the following articles of the UN Convention of Rights of the child

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 28 All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Aims and objectives

At Bewley, we aim to:

- Have clear behaviour expectations of pupils everyday which are:
Being Ready, Being Respectful, and Being Safe so that they can be Bright, Proud and Successful.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of Bewley Primary School community.

- Promote and encourage self-esteem, self-discipline and respect.
- Celebrate and reward children who behave well.
- Treat all children fairly and apply this policy consistently.
- Encourage the involvement of parents in supporting the implementation of this policy.
- Define acceptable standards of behaviour.
- Provide guidance and support for staff when dealing with inappropriate behaviour.

Good Behaviour

At Bewley Primary School we promote agreed Good Behaviour codes of conduct, these will be given out at appropriate times during the school year to remind pupils of expectations, rewards systems and sanctions. Class teachers and the senior leadership team within whole class assemblies and during class circle times reinforce these. Specifically, the use of our PHSE curriculum enables teachers to further dedicate time to teaching and helping children to understand behaviour expectations.

Each class has a Rights Respecting School Class Charter, which defines acceptable behaviour in each class and around school.

An overview of some of our school behaviour codes are:

- We speak politely and kindly to everyone - Respectful
- We are always honest - Respectful
- We listen carefully to others - Ready
- We work hard and do our best at all times - Ready
- We respect our school environment - Respectful
- We move around the school safely, inside and outside - Safe
- We behave well whilst out of school ensuring we set a superb example as a valued member of Bewley Primary School community - Bright, Proud and Successful.

The school acknowledges that behaviour can sometimes be the result of special educational needs, social and emotional issues, or other needs or vulnerabilities, and will address these needs via an individualized, sensitive and differentiated approach.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) offer outlines support for any SEMH-related difficulties that could affect behaviour.

Rewards

At Bewley Primary school, we place great emphasis on an effective reward system which recognises and encourages good behaviour. This is demonstrated through:

- Verbal praise
- Visit to another teacher or senior leadership team to share good news
- Award stickers and certificates
- Lunchtime supervisor stickers
- Pupil of the Week certificate presented at celebration assembly weekly
- Increased responsibility, privileges (Head Boy/Girl, year 6 prefects and team captain roles)
- Year 6 working as playground crew in KS1.
- Dojos given to individual children
- Headteacher's Award (sticker and / or certificate)
- Work showcased on Twitter
- Celebration Messages shared with parents/carers on Marvellous Me (Reception, KS1 and KS2)
- Tapestry (EYFS)
- RRS Ozzy Owl post cards posted home to children

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to promoting acceptable behaviour. At Bewley, we aim to provide a relationally rich environment between staff and pupils, where children feel safe and ready to learn. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. As an attachment aware school, we also provide relational support by providing the child with personalised interventions, access to a key adult and Team Pupil. Children would also have access to differentiated resources such as sensory breaks, calm boxes, a safe place to withdraw to at times of being overwhelmed and access to Thera-play and Thrive.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Using The 3 R approach of Regulate

REGULATE: help the child to regulate & calm their flight/fight/freeze responses. How? Appear calm and use a calm, low tone of voice. Use Soothing but limited language, a safe space to go, stepping back and allowing them time to process. Avoid being defensive, e.g. if comments or insults are directed at the staff member.

RELATE: we need to connect with and relate to the child, by developing a calm, sensitive dialogue, acknowledging how they feel and how that is hard for them.

REASON: we can support the child reflect, learn, remember, articulate and self-regulate their emotions. How? Teach them the language of emotions, strategies for regulating them, use story to explore emotions and remind them of their safe places and safe people.

Adapting and using resources such as The Five Point Scale, along with staff being curious about what the intention is behind the behaviour of the child.

Using strategies such as “wondering aloud” when interacting with the child, and the use of drawing and talking, to understand what is happening inside the child and also a PACE approach to learning. (Playfulness, Acceptance, Curiosity and Empathy).

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (DfE, 2022)
- Suspension and Permanent Exclusion Guidance (DfE, 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Use of Reasonable Force (DfE, 2013)
- Keeping Children Safe in Education (DfE, 2025).

Roles and Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact.
CEO	Ensures systems are in place and policy is reviewed.
Local Governance Committee	Approves and monitors the policy.
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping.
Staff	Apply policy consistently, model positive behaviour, maintain high expectations.
Pupils	Be ready, respectful and safe; take responsibility for actions.
Parents	Support school values and policies; ensure pupils are ready to learn.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active

development of pupils' social, emotional and behavioural skills. The school ethos reinforces that bullying is never tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies. Bullying can take many forms, including:

- Verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)

At Bewley we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Record concerns as appropriate via CPOMS.
- Report issues to the Local Governance Committee as appropriate.

Parents

Staff welcome early contact if parents have a concern about their child's behaviour or fear that others are upsetting them. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Home to school contact

We establish good relationships with parents to ensure they understand the school's expectations. When starting at Bewley, parents/carers receive a Welcome Pack, which explains our behaviour expectations in school. We aim to make parents aware of any issues as they arise. If an issue is regarded as being more serious than the class teacher or member of the senior leadership team can deal with they will contact individual parents.

If a parent does not collect their child at the end of the school day, the parent/carer will be contacted via telephone.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE to take a full part in all school activities.
- By supporting the school in our policy, that all pupils are expected to behave in a responsible manner, towards both them and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.
- Supporting their child in adhering to the school rules.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We also have specific rules, which are based around Health & Safety guidelines.

They are as follows: -

Food and drink

Children may bring in fruit or raw vegetables to eat at playtime. No nuts or nut-based products are allowed on the school premises due to the adverse effect on children who have allergies. Children are encouraged to drink water throughout the day. Water bottles in classrooms are to contain water only. EYFS and KS1 can obtain fruit through the National Fruit Scheme. Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including cereal bars, sweets, biscuits, birthday cakes and drinks. These choices are to promote healthy eating and wellbeing.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, stationery items, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones should not be brought into school unless for exceptional circumstances. Any requests must be made to the headteacher in writing. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be switched off whilst on the school premises, taken to the school office and signed in by the pupil. Phones will be collected at the end of the school day, signed out by the pupil and remained switched off until having left the school premises. Mobile phones should never be left in trays or coats or used during school hours.

Dress Code

Children

We have a school uniform, and the children are encouraged to wear it:

- Grey or black skirt/trousers
- Red jumper/sweatshirt/cardigan
- White polo shirt or plain white shirt.
- Black shoes or trainers.

Dress for P.E.

On the day that your child has PE, we ask that they come into school wearing their PE kit.

This consists of plimsolls, black jogging bottoms or red shorts and a white T- shirt. KS1 children are allowed to wear their PE kits to school when attending an after school sport club.

Jewellery

For health and safety reasons children are not allowed to wear any form of jewellery to school. Also, the wearing of makeup, including nail varnish, is not permitted.

Extreme Hairstyles

The school does not permit children to have extreme haircuts that could serve as a distraction to other children and are not in keeping with the ethos of the school. This includes patterns shaved into the hair, excessive use of hair products and false hair. The definition of an extreme hairstyle is at the discretion of the headteacher. Any hair long enough to be tied back should be.

Definitions of behaviour

School defines "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 includes, 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 so as 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 of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

School defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework,
- Graffiti
- Not adhering to the school/classroom rules
- Verbal disruption
- Non-verbal disruption
- Distracting others

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Actions

1. Non-verbal / verbal reminder
2. Warning 1 (reminder of rules and expectations)
3. Warning 2 (reminder of rules and expectations)
4. 5 minute ‘Time out’ (inside classroom or within sight of the teacher.) Once warning / time out has been given, strategies to help with behaviour are discussed with the child and they start afresh for the next session
5. If disruption continues, the child will be sent to work in a partner class for a period of time, (decided on by the class teacher.) Teacher records Time Out as low level behaviour on CPOMS & informs parents/carers.
6. If disruption further continues, child to be spoken to SLT / headteacher. Parents informed of incident. Teacher records Time Out as “Behaviour” on CPOMS
7. Inform parents about the possible use of behaviour / target chart reviewed periodically with parents.

At all times, any incidents should be monitored, and parents should be informed either via informal discussion/phone call (where appropriate).

High-level disruption

- Racist, homophobic or transphobic comments
- Aggressive, violent behaviour
- Purposeful, directed inappropriate language / gestures
- Wilful damage to school and personal property
- Acts of bullying (see Bullying Policy for further guidance)

Actions

1. All racist, homophobic, comments are to be fully investigated by the appropriate teacher (Head of School/ DHT) and will be recorded.
2. When dealing with aggressive or violent behaviour, (physical, verbal or destructive) the child will be immediately removed from the situation and sent to a member of the S.L.T / headteacher who will deal with the incident.
3. In all of the above cases, parents will be informed of their child's inappropriate behaviour. A meeting may take place to discuss the incident and if needed, support will be provided to enable the child to improve their behaviour. This support may include an in-school behaviour plan which will be reviewed with the child 2x per week and with parents monthly.
4. Following any of the above incidents, loss of privileges including attendance at residential visits or sporting events will be considered.

Outside Agencies

When a child's repeated inappropriate behaviour is becoming a major cause for concern, advice and support will be sought from outside agencies including The Trail Blazer (Mental Health Team),

Educational Psychologist or CAMHS.

Where required a meeting will be arranged to discuss the needs of the child and set targets to work towards improving behaviour. A behaviour plan may be written and the child may receive support during school time from the PSA, TA interventions such as Drawing and Talking or support from The Trailblazer, Mental Health Team.

Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, 2024). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Searching, Confiscation & The Use of Reasonable Force

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2025), alongside Keeping Children Safe in Education (September 2025).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law. Confiscated items will be dealt with in line with statutory guidance. Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder.

All staff within school have a legal power to use 'reasonable force' in line with Keeping Children Safe in Education (September 2025). Staff use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in circumstances such as preventing injury, removing a disruptive child from a room, preventing a pupil leaving when it is unsafe, or breaking up a fight. It will only ever be used as a last resort. All incidents involving reasonable force will be recorded promptly and parents/carers informed as soon as reasonably practicable.