# *Behaviour Policy*

Date Approved by the school: September 2026

Review Date: Autumn 2027

Signed (Head Teacher): Julie Eyres Date: September 2026

Chair Governing Body: Sarah Roth Date: September 2026

*Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true, do what is right. Rooted in our Christian understanding of who we are before God, we strive to be fearless advocates of this, dedicated to service and the flourishing of peace.*

This policy sets out our approach to behaviour, conduct and relationships across the school.

**Legal framework**

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

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Sharing nudes and semi-nudes: advice for education settings working with children and young people

**In addition, this policy is based on:**

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

**This policy should be read alongside the school's**

- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- Use of Restrictive Interventions Policy
- Suspensions and Exclusions Policy
- School Mobile Phone Policy
- The school's behaviour principles

**Our Aims**

We aim to promote the highest possible levels of achievement for all members of our distinctly Christian multicultural school community, valuing all learners equally and developing within them an enthusiasm for learning and a desire for personal excellence.

We are guided by our School's vision and our nine values: humility, integrity, service, kindness, resilience, joy, gratitude, grace and peace. Rooted in the Christian belief that every person is made in the image of God, we recognise and uphold the dignity, uniqueness and value of every child. This understanding informs our relationships, our behaviour expectations and our commitment to ensuring that all members of our community are able to flourish.

The children, staff and governors have contributed to this policy.

| **We focus on our visions and values when speaking to children about behaviour choices. We use Seek what is good, Treasure what is true and Do what is right.** | |
|---|---|
| We are kind and value each other | *We do not seek to hurt other people's feelings.* |
| We are gentle | *We do not hurt each other, seeking what is good.* |
| We look after property | *We do not waste or damage things.* |
| We listen to people and show respect | *We are not rude and we do not interrupt.* |
| We work hard | *We do not waste our own or other people's time.* |
| We are honest | *We do not cover up the truth, treasuring what is true.* |

## Scope

This policy applies to all pupils at all times when they are under the care of the school, including on-site, off-site visits, online behaviour and when representing the school in the community. The governing body has approved a written statement of behaviour principles which underpins this policy. The Headteacher takes these principles into account when developing and reviewing the Behaviour Policy.

## Roles and Responsibilities

All staff are responsible for modelling positive behaviour, maintaining high expectations and applying this policy consistently.

The Headteacher is responsible for ensuring the policy is implemented and monitored.

Governors are responsible for reviewing the policy annually and monitoring behaviour trends.

## Bullying and Child-on-Child Abuse

Bullying is taken extremely seriously in our school. Definitions, procedures, prevention strategies and follow-up actions are set out fully in the school's Anti-Bullying Policy, which should be read alongside this Behaviour Policy.

Incidents that may constitute child-on-child abuse (including sexual harassment, sexual violence, harmful sexual behaviour, or serious targeted behaviour) are managed under the school's Child Protection Policy, in line with KCSIE.

This Behaviour Policy provides the culture and expectations; the detailed safeguarding procedures sit within the relevant policies.

## Behaviour Towards Learning in the Classroom

In our school we expect all pupils to show positive behaviour that supports learning for themselves and for others. Our Christian values and curiosity-driven curriculum guide pupils to be thoughtful, engaged and respectful learners.

Children are expected to:

- arrive ready to learn, with the right equipment and a positive attitude
- listen carefully to adults and peers
- participate in the learning
- follow instructions promptly and calmly
- show curiosity, perseverance and pride in their work
- allow others to learn without interruption
- use kind, respectful language when working with partners or groups
- take responsibility for their learning environment by keeping spaces tidy and organised
- reflect on their learning and behaviour, using our spirituality and reflection practices
- help others

Staff model calm, respectful behaviour and use consistent routines to create a safe, focused learning environment. When pupils struggle, adults respond with understanding, early intervention and strategies that help them re-engage with learning.

**Positive behaviour and strong attendance** are closely interconnected. High-quality behaviour supports regular attendance, and regular attendance enables pupils to engage positively with learning and conduct. In our school, where attendance is typically strong, both behaviour and attendance are monitored together to ensure pupils remain safe, engaged and ready to learn.

## Behaviour Around the School

As a small school, calm movement and respectful behaviour help maintain our positive atmosphere. We teach and model clear expectations for behaviour in all shared spaces.

Children are expected to:

- move calmly and safely between classrooms
- walk quietly in corridors, respecting learning in other spaces
- follow adult instructions promptly
- take care of displays, resources and shared areas
- use kind, respectful language with peers and adults
- show courtesy when entering or leaving worship, assemblies and the hall

Staff reinforce these expectations consistently and praise pupils who contribute to a calm, orderly environment.

## Behaviour When Representing the School Off-Site

When pupils represent our school outside the building  on trips, sporting events, church visits, community activities or partnerships they are expected to uphold the same calm, respectful and values-driven behaviour that they show in school.

As ambassadors for our community, pupils are expected to:

- show kindness, courtesy and respect to all members of the public
- listen well and follow adult instructions promptly
- move safely and sensibly in unfamiliar environments
- demonstrate our school values through their words and actions
- take care of property, resources and shared spaces
- show gratitude and appreciation to hosts, guides or event leaders

Staff ensure pupils understand the expectations before leaving school and model calm, confident behaviour throughout the visit. We celebrate pupils who represent our school with pride, maturity and kindness.

## Promoting Positive Behaviour

All staff promote positive behaviour by modelling calm, respectful interactions and maintaining high expectations for every pupil. Our approach focuses on building intrinsic motivation, celebrating effort and reinforcing our school vision and values.

We promote positive behaviour through:

**Modelling positive behaviour**

- Adults model kindness, calmness, curiosity and respectful communication at all times. Children learn expected behaviours by seeing them lived out consistently.

**High expectations**

- Staff maintain clear, consistent expectations for learning, conduct and relationships. These expectations are taught explicitly and revisited regularly.

**Consistent routines**

- Predictable routines help pupils feel safe, calm and ready to learn. Staff use shared language and approaches across the school.

**Specific verbal praise**

- Praise focuses on effort, perseverance, kindness and curiosity, helping pupils understand what they have done well and why it matters.

**Class reward systems**

- Age-appropriate systems encourage teamwork, responsibility and collective pride.

**House points**

- House points recognise positive contributions to learning, behaviour and school values.

**Recognition assemblies**

- “Star Pupil of the Week” celebrates pupils who demonstrate our values, show resilience, or make notable progress.

**Sharing achievements with staff**

- Pupils may visit other adults or the Headteacher to share excellent work, positive behaviour or acts of kindness.

**Positive communication with families**

- Staff share praise with parents to strengthen home–school relationships and reinforce positive behaviour.

This balanced approach supports pupils to develop self-regulation, pride in their behaviour, and a deep understanding of our school values

## Early Intervention

Staff act early when behaviour changes, using check-ins, pastoral coaching, quiet spaces and small-step targets to prevent escalation.

## Acknowledging Feelings and Supporting Regulation

In our school, we recognise that emotions play a significant role in how children behave and engage with learning. When pupils experience strong feelings such as frustration, worry, sadness or excitement they may find it harder to make positive behaviour choices.

Staff support pupils by:

- noticing and naming emotions to help children understand what they are feeling
- modelling calm responses and co-regulating when pupils need support
- providing quiet spaces or brief pauses to help children settle and regain control

- teaching strategies such as breathing, grounding, positive self-talk or Zones of Regulation
- maintaining high expectations, even when offering emotional support
- re-teaching routines and expectations once the child is calm
- working with families when patterns of emotional difficulty emerge

Acknowledging feelings is not a replacement for expectations; it is part of helping children meet them. Our aim is to help pupils develop emotional literacy, resilience and self-regulation so they can thrive socially and academically.

## SEND and Behaviour

Our school is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are supported to meet behaviour expectations in a way that is fair, inclusive and responsive to their individual needs. We recognise that some pupils may require additional time, adjustments or targeted support to help them regulate, engage and succeed.

Behaviour is not viewed in isolation. Staff consider the whole child, including their learning profile, communication needs, emotional development, sensory needs and any external factors that may be influencing behaviour.

In line with the SEND Code of Practice, staff will:

- work proactively to understand the underlying needs that may affect behaviour
- adapt routines, expectations and environments where appropriate
- use clear, consistent language and visual supports
- provide additional regulation strategies or sensory breaks when needed
- liaise closely with the SENDCo to plan targeted support
- work collaboratively with families and external agencies
- ensure consequences are fair, proportionate and take account of the child's needs
- maintain high expectations while providing the right scaffolding to help pupils meet them

Where a pupil's behaviour is linked to an identified SEND need, the school will consider whether additional assessment, intervention or support is required. This may include pastoral coaching, therapeutic input, small-step targets, individual behaviour plans or referrals to external professionals.

Adaptations are made thoughtfully and consistently, ensuring that pupils with SEND are supported to flourish, feel safe and participate fully in school life.

## Responding to Low-Level Disruption

Our aim is always to help pupils stay engaged in learning and to support them in making positive behaviour choices. When a child becomes distracted or unsettled, staff act early to help them refocus before their behaviour affects others.

Adults use calm, confident and consistent communication. This includes being aware of their own position in the room, proximity to the pupil, tone of voice, posture and choice of

language. Staff model self-regulation and use approaches that reduce tension rather than increase it.

## Supporting Self-Awareness and Regulation

Staff help pupils recognise their feelings and behaviour by:

- using calm, neutral language
- offering quiet prompts or reminders
- modelling regulation strategies
- giving pupils time and space to adjust
- reinforcing expectations clearly and kindly
- helping pupils reflect once calm

Positive, firm and fair communication helps pupils feel safe and supported, and encourages them to make better choices.

## Recognising Positive Behaviour

We actively notice and reinforce positive behaviour. Specific praise helps children understand what they are doing well and encourages them to repeat it. This builds intrinsic motivation and strengthens our calm, respectful culture.

Examples of positive behaviours we recognise include:

- entering the classroom calmly
- treating books and equipment with care
- responding quickly and quietly to instructions
- beginning work straight away
- showing perseverance and effort
- keeping belongings organised
- demonstrating politeness and good manners
- moving smoothly between tasks
- tidying and caring for shared spaces
- showing initiative
- listening well
- cooperating and taking turns
- showing honesty
- contributing thoughtfully in worship
- demonstrating our school values in action

Recognising these behaviours helps pupils understand expectations and feel proud of their contributions to our school community.

## Responding When Rules Are Broken

All children have the right to learn, and all staff have the right to teach. When behaviour disrupts learning, staff respond calmly, consistently and with dignity. Our approach focuses on helping pupils understand their choices, repair relationships and re-engage positively with learning.

At the start of each session, all pupils are considered to be meeting expectations. When behaviour disrupts learning, staff follow a clear, stepped approach:

### Step 1: Reminder

The adult gives a calm, private reminder of expectations, explaining how the behaviour is affecting learning.
The focus is on helping the child regulate and return to positive behaviour.

If behaviour improves, this is acknowledged and praised.

### Step 2: Second Reminder / Change of Space

If behaviour continues, the child is given a second reminder.
The adult may decide to move the child to another part of the classroom or, if appropriate, to another supervised space to help them reset.

Expectations remain high, and support is offered to help the child re-engage.

### Step 3: Reflection Time

If behaviour has not improved by the end of the session, the child remains with the class teacher for a short period of reflection.

The adult supports the child to think about:

- what happened
- what they were feeling
- the impact on learning
- what needs to happen next

This may include completing unfinished work.

The incident is recorded on Arbor, and parents are informed at the end of the day.

If the sanction is given by another adult, the class teacher is informed at the next available opportunity.

Throughout this process, the dignity of every child is paramount. Staff use calm, respectful language and ensure that consequences are fair, proportionate and supportive.

## Serious Incidents

If a child displays significantly disruptive behaviour including physical aggression, targeted unkindness, or racist, homophobic or discriminatory language they will be sent to the Headteacher.

The Headteacher will:

- ensure the child is safe and calm
- investigate the incident
- determine appropriate actions
- record the incident on the school MIS
- inform parents

Follow-up will focus on safety, restoration, and helping the child understand the impact of their behaviour.

## Restorative Approaches

When behaviour affects others, we use restorative conversations to help pupils repair relationships, understand the impact of their actions and rebuild trust. Restorative practice supports long-term behaviour development, emotional growth and our school values of kindness, honesty and responsibility. Guided by our Christian vision, we recognise the importance of forgiveness and reconciliation. We encourage pupils to take responsibility for their actions, seek forgiveness where appropriate and show grace towards others. Through this process, children learn that mistakes can be opportunities for growth, relationships can be restored and everyone deserves the chance to make a fresh start.

Restorative conversations help pupils to:

- reflect on what happened
- recognise the feelings of others
- understand the impact of their choices
- take responsibility
- consider how to put things right
- plan for better choices next time

These conversations are calm, respectful and supportive. They take place once the child is regulated and ready to talk.

## Restorative Actions

Restorative actions may include:

**Offering a sincere apology**

- Spoken or written, depending on the child's age and needs.

**Repairing harm**

- Putting right what has been damaged for example, helping tidy a space, re-doing work, or supporting a peer.

**Reflecting on our school values**

- Considering how to “do what is right, seek what is good, treasure what is true”.

**Guided reflection time**

- A short, calm period with an adult to think about choices and plan next steps.

**Working in a quiet space**

- Completing work or resetting in another classroom when needed.

**Time with the Headteacher**

- For more serious incidents, pupils may spend time with the Headteacher to reflect, repair and plan for success.

All restorative actions are carried out with dignity, respect and sensitivity. They are not punishments; they are opportunities for learning, growth and reconnection.

## Restrictive Interventions

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted. This policy should be read alongside the school’s **Restrictive Interventions Policy**, which outlines the circumstances in which staff may use interventions, in line with DfE guidance

## Suspensions and Exclusions

Suspensions and exclusions are extremely rare in our school and only used as a last resort, when behaviour presents a serious risk to safety or significantly disrupts the education of others.

Full procedures for suspensions and exclusions are set out in the school’s **Suspensions and Exclusions Policy**, which follows current DfE guidance. This Behaviour Policy should be read alongside that document.

Where a suspension or exclusion is considered, the Headteacher will ensure that:

- the incident is investigated thoroughly
- the decision is fair, proportionate and lawful
- the child’s needs, SEND and context are taken into account
- parents are informed promptly
- the incident is recorded on the school MIS
- a reintegration meeting supports the child’s return to school

Permanent exclusion is only considered in the most exceptional circumstances.

## Support and Other agencies

The school employs a therapeutic coach who may work with children who need support with behaviour.The school will work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

## Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Malicious Accusations Against Staff

Our school takes the safety, wellbeing and professional integrity of staff extremely seriously. If a pupil is found to have made a deliberately false or malicious allegation against a member of staff, this is considered a serious breach of the Behaviour Policy.

Any allegation made against staff will be managed in line with the school's
Child Protection Policy, Managing Allegations Against Staff Procedure, and KCSIE.

Where an allegation is found to be malicious, the Headteacher will determine an appropriate response, taking into account the child's age, needs, context and previous behaviour.

Possible actions may include:

- a restorative conversation to address the impact of the allegation
- support to help the pupil understand the seriousness of their actions
- a behaviour plan or increased pastoral support
- a formal consequence in line with the Behaviour Policy
- involvement of governors where required
- in the most serious cases, consideration of suspension or exclusion in line with the **Suspensions and Exclusions Policy**

- referral to external agencies if a criminal offence may have been committed

All actions will be proportionate, lawful and carried out with dignity. The aim is to ensure staff are protected, pupils understand the seriousness of malicious allegations, and relationships can be restored wherever possible.

## Online Behaviour

Online behaviour, including behaviour on school devices and platforms, is managed in line with this policy and the Online Safety Policy.

## Monitoring and Review

Behaviour incidents are logged on our MIS. Patterns are reviewed weekly by the headteacher and shared termly with governors. The school has a behaviour and well being governor who meets regularly with the headteacher. This policy is reviewed annually