



Behaviour Policy

Status	Date
Review date:	Autumn Term 2027
Date Adopted by Governing Body:	Spring Term 2026

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

We are blessed to be a Church of England School with a vision for everyone to 'let your light shine' as found in the Sermon on the Mount. We value everyone in our school as unique individuals with their own skills and talents nurturing everyone to flourish in God's love.

Everyone in our school has a voice, is encouraged to use their voice and is truly valued for all that they bring to our school family and the wider world.

We work together to encourage everyone to let their lights shine brightly and to enable others lights to shine by:

- providing a welcoming, happy and safe learning environment where everyone is nurtured to explore, to make mistakes and to grow
- embracing learning and all of the joy it brings
- celebrating our diverse school community and the opportunity for everyone to thrive and flourish
- providing encouragement and support to all our children, families staff, governors and community with well-being at the core of our school
- preparing our children with skills for life through our shared values
- offering a rich and varied curriculum enabling our children to discover the wonders of God's beautiful world and the value of everyone
- providing opportunities for our children to contribute positively to our school and local community

As a Church school we believe everyone is made in the image of God. We value our school and our community as places where love can flourish. Our vision is found in our values, collective worship, the teaching of Religious Education and our curriculum.

Our Behaviour Policy is based on our five school values which are celebrated, lived out and enable everyone in our school to flourish:



Friendship - Friendship allows us all to grow by supporting and loving others and sharing in their journey.

'A sweet friendship refreshes the soul' Book of Proverbs 27:9

Compassion - Compassion is an awareness of others - being able to put yourself in someone else's shoes to understand how they feel.

'Be like-minded, be sympathetic, love one another, be compassionate and humble.' First Epistle of Peter 3:8

Forgiveness – Forgiveness is accepting when others make mistakes and moving on. We can forgive and be forgiven. Forgiveness can take patience and courage.

'For if you forgive others when they sin against you, your heavenly father will also forgive you.' Matthew 6:14-15

Endurance - Endurance is recognising that life can sometimes be difficult and that it is important not to give up.

'You need to persevere so that when you have done the will of God, you will receive what he has promised.' Hebrews 10:3

Thankfulness – Thankfulness is appreciating God's world and his gifts to us. Saying thank you shows we value others and how they touch our lives.

'I will give thanks to you, Lord, with all my heart; I will tell of all your wonderful deeds.'

Psalm 9:1



We are introducing the Thrive Approach in our school to support all children's emotional and social learning throughout the day; our first priority is to care for every child in a secure, friendly environment. The Thrive approach encourages and teaches children to face new challenges, become more independent, and to believe in their own abilities.

As members of the community, we aim to build positive relationships with each other, with the child and with their families. We have high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

The Thrive Approach

Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. The Thrive Approach draws on the latest neuroscience, recent attachment research, current studies of effective learning and current models of child development in order to help school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help children re-engage with learning and life.

Unfortunately, like all of us at points in our life, children may face challenges that knock them off course. What is needed at this time, is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit extra. We believe that all behaviour is communication and that communication needs to be understood and supported.

Positive Behaviour Management

We expect our children and staff to be considerate of each other and their surroundings and to always behave in a positive way. We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We aim to work with parents/carers and keep them informed at each stage of the policy.

We believe the most effective way of achieving our aims and expectations is to praise and encourage positive behaviour and to motivate children in realising that good behaviour is valued.

As a school we need to ensure that we have an effective approach to securing high quality personal development and well-being through:

- being taught to understand, regulate and manage emotions;
- to apply thinking between feeling (sensation and emotion) and action;
- to increasingly show empathy and understanding to others;
- being taught the skills to develop resilience and responsibility in readiness for children taking their place in society
- being encouraged to take a sense of pride in themselves and to build self-awareness

Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age appropriate way. **For some children, this may not be their chronological age.**

Positive Handling

As a school, we follow the Team Teach approach. Before using physical interventions, we take effective action to de-escalate and reduce risk by:

- Showing care and concern by acknowledging behaviour and requesting alternatives using negotiating and reasoning.
- Removing an audience or taking vulnerable students to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.

Further details of the Team Teach approach can be found in our Positive Handling Policy and on the Team Teach website. www.teamteach.co.uk/.

In our school

We expect everyone to:

- Be compassionate - listen carefully to each other and speak politely to everyone
- Be friendly- show kindness and respect
- Endure - always try their hardest and do their best

Children should expect that adults in school will:

- Provide a safe environment free from disruption, bullying, discrimination, aggression or harassment
- Foster positive, respectful and supportive relationships with children in school
- Develop positive relationships with parents/carers to nurture a shared approach, and work towards outcomes in partnership
- Follow and respect our school charter

Our Head Teacher will ensure that support and training is in place for all staff who work with children displaying complex and challenging behaviours.

Our Governors will:

- Agree the guidelines set down and review the effectiveness of this policy regularly
- Support the Head Teacher and staff in carrying out these guidelines effectively
- Support the differentiation of policy and practice on any grounds necessary i.e. origin, culture, religion, gender, disability or sexuality

We consider that behaviour is unacceptable when:

- Any member of school staff is prevented from carrying out their duties because of a child's behaviour
- Children are prevented from normal working practices
- Children are rude and use unacceptable language
- Children demonstrate verbal aggression towards other children and adults
- Children demonstrate physical aggression towards other children and adults
- Children compromise their own, and others' safety
- Children leave the school site without permission
- Children bully others - verbally, physically and on-line
- There is evidence of a deliberate misuse of school IT resources including accessing inappropriate, blocked or illegal materials on-line.

Sometimes there are factors which must be taken into account and allowances made. For example:

A child's emotions and judgement may be affected by traumatic events taking place out of school, or by specific additional difficulties or needs a child may have, this can cause the child to feel unsafe, scared, or disturbed and can affect their ability to manage and regulate their feelings, emotions and actions. For these children individual behaviour plans and risk assessments will be put into place and shared with key members of staff working with the child.

Rewards

Our school will always look to reward positive behaviour in children in line with our five school values through:

- Praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour
- Stickers/stamps to highlight positive behaviour and attitude
- Values awards and stickers
- House Team points
- Celebration Worship linked to values
- Individual class systems of rewards

Procedure for dealing with bullying

We define bullying as repetitive, intentional hurting (physical or emotional) of one person or group by another, often involving an imbalance of power. 'One off' incidents are not deemed as bullying. Bullying can take place in a number of ways:

- **Physical:** Hitting, kicking, or taking/damaging belongings.
- **Verbal:** Name-calling, sarcasm, or spreading rumours.

- **Emotional:** Excluding others, tormenting, or threatening behaviour.
- **Cyberbullying:** Using social media, messaging, or gaming to harass, even outside school hours.
- **Protected characteristics based:** Targeted bullying related to race, religion, gender, disability, or sexual orientation.

Reporting Procedures

When bullying occurs children, parents/carers and staff are encouraged to report incidents, fostering a "telling school" culture:

- **Children:** Encouraged to tell a trusted adult or use "worry boxes,"
- **Parents/carers:** Directed to contact the class teacher if they suspect bullying.
- **Staff:** Duty to be vigilant for signs (e.g., social withdrawal, anxiety, physical marks)

Response and Sanctions

Once a report is made a member of staff will:

- **Investigate:** Separate conversations with the victim, alleged perpetrator and witnesses.
- **Support:** Providing emotional support for the victim and using restorative practice to help the perpetrator understand the impact of their actions.
- **Take Action:** Using a personalised approach according to individual child– see consequences in policy above.
- **Monitor:** Have regular check ins to ensure the bullying has not resumed. These can take place in a variety of ways including conversations and emotional check in points in classrooms.

Preventative Strategies

Our school aims to develop a culture where bullying cannot thrive including through:

- **Curriculum:** Using PSHE to teach empathy and healthy relationships.
- **Supervision:** Ensuring areas like playgrounds are staffed with trained supervisors.

For further guidance refer to the Department for Education's Preventing and Tackling Bullying advice.

Persistent Unacceptable Behaviour

Where a child's behaviour is unacceptable for increased periods of time, and is increasing in severity, the following consequences may also operate:

- A discussion between a member of staff and the child about the behaviour
- Time out session during break or lunchtime which will be supervised by a member of staff
- Time out session from learning in a partner classroom
- Time in another classroom which could be across sites compared to the child's current year group (Trinity or Rosehill)
- An individual behaviour plan for the child
- Bespoke social and emotional skills programmes
- Home /school praise book
- Close liaison with parents/carers
- Referral to LA Early Help/Get Connected services
- Completion of a risk assessment
- Referrals to outside agencies including education, health and social care
- Exclusions from school

Consequences will be discussed with parents/carers via a phone call or email.

Suspension Process

In the most serious cases, where all interventions have failed School may suspend children from school:

- Where allowing a child to remain in school would seriously harm the education or welfare of others.
- Where there has been a serious breach of the behaviour policy and a child is a danger or a threat to another child or member of staff.

We do not wish to suspend any child from school, but sometimes this may be necessary. Guidance on suspension from schools is given from the DfE document 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Our Head Teacher is the only member of staff who can suspend or permanently exclude a child. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. This involves the child being asked to remain at home for a defined period, the Chair of Governors and parents/carers are informed at this point.

If a child is suspended from school, parents/carers must be informed immediately, in writing, of the reasons why their child has been suspended. The letter must also inform them of their right of appeal and a copy of the LA guidance must be attached to the letter.

On return from a period of suspension the child and parent will be expected to attend a meeting with the Head Teacher or an appropriate member of the Senior Leadership Team to agree expectations.

Appeals

Parents have the right to appeal to the governors within five school days. Information explaining this process will be share in the letter sent explaining the suspension.

Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's reports to governors and by governors observing and recording its implementation when they visit the school.