

Policy



St Michael's Easthampstead CE Primary School

Behaviour Policy

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

Policy Name	Behaviour Policy
Brief Description:	This document details our expectations of and approach to managing behaviour.
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	SEN Policy Child Protection and Safeguarding Equality Statement
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	13/10/2025
Frequency to be reviewed	Annually
Latest Date for Next Review:	October 2026
Version + Schedule of Amendments:	4 Updated guidance included (Children and Families Act 2014) Stepped approach revised
Signed:	Shaun Riordan
Position:	
Date of Signature:	

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Behaviour Policy

1. Context:

As a community of active learners, we recognise the importance of positive behaviour and its impact on the learning of all.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

DfE: Behaviour in schools. Advice for headteachers and school staff September 2022

2. Aims:

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and consequences.

3. Legislation and Statutory Requirements

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk) [Supporting pupils with medical conditions at school](#)
- [Children and Families Act 2014](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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 give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

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4. Definitions

At St Michael's Easthampstead Primary School, we believe that children and staff have the right to work and learn in an environment which is well ordered, in which they feel safe and in which all individuals are treated with respect.

To meet this aim it is important that the agreed rules of the school are clear and understood by whole school community and are reinforced by positive behaviour management. Positive behaviours enable learning to take place for all children and help to foster friendships and a sense of responsibility throughout the school.

It is important that both consequences and rewards are known and that these are consistently applied.

The school adopts a positive policy based upon rewarding good behaviour but also has clear strategies for consequences. For some children Behaviour Support Plans will be used to help them make good choices.

4.1 Misbehaviour

Is defined as:

- One off disruptive behaviours in class and at play or lunchtimes
- Non completion of classwork
- Infrequent failure to follow school expectations.

4.2 Serious misbehaviour

Is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, vaping.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

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- Stolen items
- Tobacco, cigarette papers and vapes
- 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)

4.3 Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

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5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5.6. Pupil expectations

Pupils are expected to:

- Listen carefully
- Speak nicely
- Act kindly
- Move calmly
- Be honest
- Aim high

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6. Rewards and Consequences

We believe that pupils need to develop self-control and self-discipline and that excellent behaviour is the consequence of this rather than of rewards (bribery) or sanctions (fear). Therefore, whilst adhering to our school expectations will be recognised, it will not be overtly rewarded – these are the expectations, not “going above and beyond”.

6.1 Rewards

Rewards will be restricted to recognising those pupils whose behaviours have gone “*above and beyond*” and “*made a difference to their life and the lives of others*”.

- Positive reinforcement from adults, thumbs up, smiles, quiet, personal praise
- Credit towards a class reward
- Postcard home for exceptional behaviour and attitudes
- House points
- Golden certificate awarded at Friday assembly and headteacher’s awards

6.2 Consequences

Consequences will be enacted where behaviour is considered to be serious misbehaviour.

Consequences are intended to **either**

- Protect the pupil or others from further incidents or harm
- Educate the pupil as to the impact of their behaviour on themselves and others.

Where consequences are enacted, parents will be informed.

Consequences may include

- Completing classwork during play, lunchtime or at home to demonstrate the importance of learning time.
- Spending time at play or lunch with the class teacher or SLT discussing the impact of their actions on others.
- Spending time sitting quietly during playtime to allow emotions to cool.
- 1 to1 time with an adult discussing and exemplifying the school expectations.
- Scheduled time to play away from other children to ensure the child can play safely and sensibly.
- Time with SLT member to ensure the learning of others can be completed without disruptions.
- Meeting with parents to discuss behaviour expectations and agreed actions including a possible implementation of a Behaviour plan.
- Involvement of external agencies where concerns are raised regarding SEN or SEMH barriers.
- If behaviour deteriorates further, or endangers themselves or others, the DfE guidance on Suspension and Permanent Exclusion from maintained schools will be followed.

6.3 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting activity.

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7. 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 discipline the pupil in accordance with this policy and may explore the possibility of a managed move to another school through the Fair Access Protocol.

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
- Display the pupil expectations and their own classroom charter
- 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
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Playground

The behaviour expectations and policy apply in all areas of the school including the playground.

Staff supervising playtimes and lunchtimes will proactively encourage children to follow the school expectations. Rewards and consequences will be applied in accordance with the policy.

8.3 Physical restraint

In some, exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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8.4 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. *(See point 13 for list of prohibited items).*

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

Support interventions can include:

- Mentoring
- Circle time
- Circle of Friends
- 1:1 anger management
- ELSA sessions
- Monthly discussion with SLT for parents
- Inclusion in a Social Skills group
- 1:1 support in the classroom
- Reward charts
- Adaption of the working environment
- Use of a time out area
- A differentiated curriculum
- Use of a Behaviour Support Plan
- A reduced timetable (in agreement with parents and the LA)

8.5 Recording

Behaviour incidents will be recorded once they are considered to be serious misbehaviour. Incidents are recorded on CPOMS, our electronic safeguarding tool. All staff have access and have received training on best practice for recording.

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SLT will review recorded incidents regularly to ensure patterns are identified and action taken to reduce the number or severity of incidents.

The stepped approach (Appendix 2) also lays out where and how CPOMS incidents should be added.

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 issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues 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. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Body every year. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy.
- Equality Statement

13. Right to search a child

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- fireworks • pornographic images

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- any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for including mobile phones and electronic devices and prescription and non-prescription medication.

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

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.

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Appendix 1: written statement of behaviour principles

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the Governing Body every year

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Appendix 2: stepped approach

Stepped approach

1st time - Ask nicely 2nd time- Tell 3rd time - Now it's a Level 2 incident

All staff are responsible for the behaviour of all the children in our school community

Levels

1. Incident of poor behaviour – i.e., name calling, pushing, minor disagreement (e.g., arguing over a rubber/scoop)

Remove the item, separate the children, 5-minute time out. If Break/ Lunchtime – All adults outside/ in lunch hall to record incidents and hand to teachers and class teacher to be verbally informed.

2. Swearing, persistently ignoring adult instructions, physical aggression – kicking, shoving, hitting etc.

Separate children, 5 minutes timeout while you find out what is going on, talk to each child including bystanders. All adults outside/ in lunch hall to record incidents at break and lunchtimes, including what happened and what was done. These are to be handed to teachers when they pick up classes. CPOMS to be completed that day by the adult that dealt with the situation, identify target and perpetrator, bystanders etc. by name alerting appropriate adults, parents to be informed by class teacher as soon as possible.

Possible consequences for repeated level 2 incidents: Miss part or whole of the next playtime/lunchtime (this is only where previous 5-minute timeouts have been issued, and this MUST be logged on CPOMS).

Assign to class teacher, alert SMT.

If children are regularly reported at Level 2 you may need to consider a behaviour support plan discussed with SLT/ SENCO and agreed with parents. Records should show on CPOMS before this threshold is reached.

3. Racist, homophobic, sexualised or any other discriminatory talk, biting, targeted physical assault on adults or children

Immediately remove from situation, SLT informed, record on CPOMS or sheets, to be recorded on CPOMS by class teacher, parents informed by class teacher or SLT member, SLT to investigate and add actions to original incident on CPOMS.

SLT to monitor incidents half-termly to identify patterns of behaviour which could indicate bullying or the need for additional external support.

4. Serious assault on pupils or staff

SLT to deal with, CPOMS to be completed by SLT, parents informed.

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