

# BEHAVIOUR POLICY



**Responsibility, Respect, Compassion & Courage.**

Policy written	September 2025
Review:	September 2026

Caring for each other,  
Learning from each other,  
Achieving with each other...  
Guided by God.

Slinfold C of E Primary School serves its rural Parish by promoting excellence in academic, practical and spiritual learning.

We believe that everyone is made in the image of God and aim to provide experiences of our diverse world; through high expectations, support, curiosity, challenge and a love of learning, enabling all to flourish.

**Responsibility, Respect, Compassion & Courage.**

This policy is developed to provide guidance to staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enable pupils, parents and staff to understand our approaches to the management of behaviour. It is also recognised that for some pupils, reasonable adjustment to these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this and suitable approaches can be discussed with the Inclusion leader or member of SLT.

### **Our behaviour curriculum:**

The intent of this curriculum is to ensure that children are taught the skills and knowledge they need to be ready to learn. By teaching them how to communicate and act in different situations and teaching them routines to follow to ensure they display appropriate behaviours.

Staff should ensure that expectations are taught and reinforced through addressing and modelling examples of positive behaviour wherever possible. These can be addressed further through: circle time, worship and individual interactions with children.

Staff should provide good routines for:

- The start and end of the day
- Transition times
- End of break and lunch times
- Lining up
- Getting changed for PE
- Moving around the school
- Behaving in the hall
- Contributing answers in lessons
- Handing in work

**Aims and expectations:**

At Slinfold CE Primary school and Pre-school we aim to provide a respectful and compassionate ethos where everyone in the school community feels safe, valued and able to learn. We aim to promote an environment where everyone can act responsibly allowing everyone to work together, take risks and learn so that they are able to reach their full potential.

Living our school values at Slinfold:

Responsible	We look after ourselves and others We keep a clean and tidy environment
Respectful	Playing fairly and showing equal respect Show self-respect by having high expectations of ourselves
Compassion	Treating others the way we like to be treated By listening to others views
Courage	Staying focussed and doing our individual best Challenging ourselves

**The aims of the behaviour policy are to:**

- Encourage children to have high expectations of their own behaviour
- To encourage our Christian values so that children take responsibility for their own actions
- Encourage children to live our values so that their independence and self-discipline is developed
- To support each other so that everyone feels valued and able to achieve
- Provide consistency for the school community
- Provide clear guidance as to the safe and positive behaviours we are looking for
- Provide clear guidance for the consistent approach to behaviours that do not adhere to our values

**Roles and responsibilities:**

It is the role of every member of the staff team to celebrate, model and champion positive behaviours within the school.

**The Governing body will:**

- Support the school in the implementation of the policy
- Give advice, where necessary, to the Headteacher about sanctions when considering behaviour issues
- Review the effectiveness of the policy
- Personal development and safeguarding governors to provide reports to the governing body

**The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting the staff to implement the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, via the Headteachers report, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to parents and carers when necessary
- Be aware of and understand his/her rights and responsibilities
- Have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

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**All staff will:**

- Promote and model positive behaviour
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables children to engage
- Give the pupils the opportunity to work collaboratively
- Make sure that pupils listen and are listened to
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to feel confident about their learning and enjoy it
- Use and update behaviour logs when necessary
- Reward or praise positive behaviour
- Ensure pupils know the school values and how they can live these
- Inform parents about their child's welfare or behaviour and work collaboratively in the best interests of the child

**Pupils will:**

- Respect and care for others
- Respect the school property
- Respect others personal space
- Respect others personal property
- Responsibly follow the school rules
- Show courage when they have done something wrong and learn from their poor choices
- Be supported in being responsible for their own emotions

**Parents, carers and families will:**

- Support the school when reasonable sanctions have been used for misbehaviour
- Promote positive behaviour at home in order to promote continuity
- In the first instance contact the class teacher if they have any concerns. If concerns remain, contact the key stage leader, then the senior leadership team. If necessary, the school governors.
- Speak with a member of the safeguarding team (Mr Campbell or Mrs Collins) if they feel their child's behaviour, in or out of school, is causing concern

### **Therapeutic intervention**

Every effort will be made to implement and engage with therapeutic interventions in order to reduce the risk of escalating behaviours. The school will liaise with external and internal professionals in order to seek suitable provision to meet the needs of the child. All of the therapeutic measures are considered on a case by case basis depending on the needs of the child and effective allocation of school resources.

### **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"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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

To prevent bullying the following measures have been put in place:

- Robust recording system on misbehaviour using CPOMS
- Weekly analysis of behaviour
- Clearly sequenced PSHCE and RSE curriculum
- Collective worship sessions

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- Clear school values
- Circle time
- Clear rewards and sanctions
- Behaviour plans (Appendix 3)

### **Monitoring and evaluating**

The effectiveness of this policy will be regularly monitored by the senior leadership team. The school will record incidents on the schools recording system.

### **Visits**

Attendance on trips is considered on a safety basis and is not an automatic right. Continuous unacceptable behaviour leading up to a trip, and that they have fallen into stage 4 (see appendix 2) of the sanctions procedures, they will not be accepted on that trip.

The school reserves the right to withdraw a pupil from an activity they are involved in if their behaviour contradicts the schools values or raises concerns about their own or others safety.

### **Use of reasonable force:**

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in extreme circumstances. If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time. If physical restraint is needed then is recorded in the Red Bound book (found in the headteachers office) and must be reported to the headteacher.

### **Review**

The policy will be reviewed in line with the school's policy review cycle. However, Governors may wish to review the policy at an early stage following recommendations on how the policy might be improved.

## Appendix 1

### **Rewards:**

Teachers and support staff should feel free to use strategies appropriate to the age and make up of the class. Each class should draw up a class charter, in line with the school's Christian values, so that there are clear boundaries related to behaviour and expectations for showing these values the following will apply:

Public praise in the classroom or collective worship

Stickers for good behaviour and good work

Weekly values certificates

Reward marbles

Table points

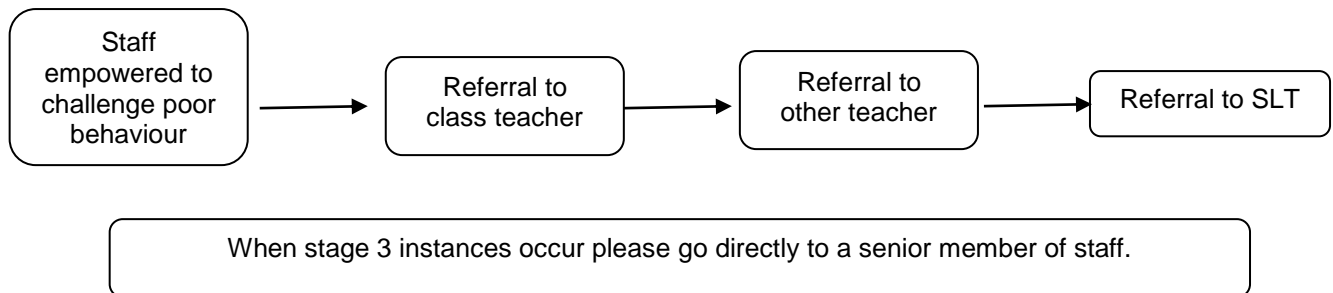
House points

Headteacher, Inclusion lead, Key stage leader catch-up

## Appendix 2

### Sanctions

When sanctions need to be applied please follow this flow chart:



Stage	Example	Possible Sanction	Therapeutic intervention	Comments
Stage 1	Low level behaviour -Swinging on chairs -Calling out -Running inside the school -Ignoring instructions -Silly noises -Pushing in the line -Not walking sensibly -Minor distractions to others	Quiet reminder Non-verbal signals Change of seating Change of stimulus Name noted down, after 3 warnings move to stage 2.	Pupil voice collected Sensory checklist completed. Sensory break in the Classroom, Sensory Room or outside. Sensory circuits. Ear Defenders/fidgets explored.	Positive praise has a great effective e.g. Thank you for walking sensibly.
Stage 2	Persistent stage 1 behaviour -Rudeness -Affecting others learning -Inappropriate remarks -Minor damage to school or personal property -Harmful or offensive name calling -Swearing -Absconding from class -Refusal -Throwing items	Miss playtime with class teacher Key stage leader referral All sanctions must be logged in behaviour log.	Pupil voice collected Sensory checklist completed. Sensory break in the Classroom, Sensory Room or outside. Sensory circuits. Ear Defenders/fidgets explored. ELSA/Learning Mentor support. LBAT/ASCT referrals	Persistent offenders to be spoken to by Senior leaders Parents informed if there are any stage 2 logs. 4 repeated stage 2 behaviours in a half term may lead to break time reflection with senior leader

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<p>Stage 3</p>	<p>Persistent stage 2 behaviour</p> <ul style="list-style-type: none"> <li>-Physically harming others</li> <li>-Challenges to authority</li> <li>-Stealing</li> <li>-Repeated refusal to do a set task</li> <li>-High offensive remarks to others</li> <li>-Absconding to playground area</li> <li>-Graffiti</li> <li>-Deliberate movement of furniture</li> </ul>	<p>Sent to senior leader</p> <p>Telephone call to inform parents/carers</p> <p>Loss of playtime and/or lunchtime</p>	<p>Sensory checklist completed.</p> <p>Sensory break in the Classroom, Sensory Room or outside.</p> <p>Sensory checklist completed.</p> <p>Sensory circuits.</p> <p>Ear Defenders/fidgets explored.</p> <p>ELSA/Learning Mentor support.</p> <p>LBAT/ASCT referrals</p> <p>Thought-Full referral considered.</p>	<p>Behaviour log to be completed</p> <p>Behaviour plan</p> <p>Parents informed</p>
<p>Stage 4</p>	<p>Persistent stage 3</p> <ul style="list-style-type: none"> <li>-Bullying</li> <li>-Fighting</li> <li>-Racist, homophobic, discriminatory and sexist comments</li> <li>-Violence to staff or pupils</li> <li>-Serious challenges to authority</li> <li>-Attempt to abscond from school site</li> <li>-Persistent refusal</li> <li>-Damage to property</li> <li>-Putting self and others at risk of harm e.g. tipping tables, chairs</li> <li>-Disruption to whole class learning</li> <li>- Repeated high level absconding</li> </ul>	<p>Headteacher informed</p> <p>Meeting with parents</p> <p>Loss of play for a fixed period</p> <p>Ban on representing the school and/or trips out of school for a fixed period</p> <p>Internal suspension</p>	<p>Pupil voice collected</p> <p>Sensory checklist completed.</p> <p>Sensory break in the Classroom, Sensory Room or outside.</p> <p>Sensory circuits.</p> <p>Ear Defenders/fidgets explored.</p> <p>ELSA/Learning Mentor support.</p> <p>Alterative provisions explored.</p> <p>LBAT/ASCT referrals</p> <p>Play or art therapy application</p> <p>Thought-Full referral considered.</p>	<p>Situation to monitored by SLT and Governors informed</p>

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Stage 5	<p>Persistent stage 4 behaviours</p> <ul style="list-style-type: none"> <li>-Persistent verbal abuse to a staff member</li> <li>-Physical harm towards a staff member</li> <li>-Serious physical assault on another pupil</li> <li>-Persistent challenges to authority</li> <li>-Biting</li> <li>-Spitting</li> <li>-Repeated racist, homophobic, discriminatory and sexist language</li> <li>-Significant damage to property including offensive graffiti.</li> <li>-Significantly putting self and others at risk of harm</li> <li>-Significant disruption to whole class learning</li> <li>- Absconding from the school premises</li> </ul>	<p>Internal suspension for a fixed period as decided by the Headteacher</p> <p>Possible external suspension for a fixed term</p> <p>Parent meeting</p>	<p>Pupil voice collected</p> <p>Sensory checklist completed.</p> <p>Sensory break in the Classroom, Sensory Room or outside.</p> <p>Sensory circuits.</p> <p>Ear Defenders/fidgets explored.</p> <p>ELSA/Learning Mentor support.</p> <p>Alternative provisions explored.</p> <p>LBAT/ASCT referrals</p> <p>Play or art therapy application</p> <p>Thought-Full referral considered.</p>	
Stage 6	Persistent stage 5 behaviour	Permanent exclusion from school considered.	Pupil voice collected where appropriate	
Governor disciplinary sub-committee convened.				

All the above sanctions are put in place at the discretion of the Headteacher and the context. The child's needs will be fully taken into account when sanctions are applied.

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# Behaviour Support plan

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS:                      YEAR GROUP:
Date plan starts:	Date of next review:
<b>Challenging behaviour</b> What does it look like?  What triggers it?	<b>Targets</b> What are we working towards?
<b>How can we help xxxxxxxx succeed?</b> Actions	
<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident?  Is there anything that staff can learn about working with this pupil?	
<b>Positive behaviour</b> What is working well?	<b>Recognising positive behaviour</b> How will xxxxxx know when he is behaving well?
<b>How will xxxxxx positive behaviour be shared with parents?</b>	
<b>Agreement:</b> Parent name  Parent signature                      Date:	Pupil name Pupil signature                      Date:
Staff name Staff signature                      Date:	