



Behaviour policy and statement of behaviour principles

Swinderby All Saints Primary School

Approved by:

Governing Body/ Headteacher

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1. 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 sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 88-94 of the [Education and Inspections Act 2006](#), which require 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

3. Definitions

Staff at our school recognise behaviour as a means of communication and has a cause and purpose. For those behaviours that challenge, this may signal a need for support and it is essential to understand its underlying root causes.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Rudeness towards others
- Incorrect uniform (unless SEN need)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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.

5. Roles and responsibilities

5.1 The governing board

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

The Governing Body of Swinderby All Saints 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 of Swinderby All Saints, 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 in the CPOMS system and using this behaviour to effectively support the child with their behaviour modification

- 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 code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Where possible pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Uphold the school's values of Truthfulness, Compass, Forgiveness and Respect

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Class Dojo points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour book

<u>Low level unacceptable behaviour pathway</u>	<u>Consequence</u>
Talking when others are speaking	A polite reminder will be given, followed by a more stern reminder. If the behaviour continues the child's name may be written on the board as a reminder. If the behaviour continues then the child will be asked to move to a place in the classroom on their own or to a safe place outside the classroom in order to reflect. If behaviour improves the name will be removed from the board.
Swinging on chairs	
Fidgeting or not settling to work	
Inappropriate body language i.e. not keeping hands to oneself	
Minor breach of the banned items list i.e. bringing chewing gum into school unintentionally	
Minor breach of the acceptable use policy i.e. attempting an unacceptable Google search	
Rudeness and not using manners	A polite reminder will be given, followed by a more stern reminder. If the behaviour continues the child's name may be written on the board as a reminder. If behaviour improves the name will be removed from the board. If the behaviour still continues then the child will miss five minutes of break with the teacher who is on inside break duty.
Telling lies	
Use of mobile phones or other devices	
Graffiti	
Running around the classroom or school	A polite reminder will be given, followed by a more stern reminder. If the behaviour continues then the child will miss ten minutes of break with the teacher who is on inside break duty.

<u>Serious unacceptable behaviour pathway</u>	<u>Consequence</u>
Discrimination linked to age, disability, gender, identity, marriage, civil partnership, pregnancy and maternity, race, religion, belief, sex and sexual orientation	The head teacher will become involved and parents/carers will be informed. This will result in a detention where the child will eat away from their peers, they will then complete a behaviour reflection sheet for fifteen minutes which will be discussed with the class teacher upon completion. This could progress onto additional consequences dependent on each individual situation.
Harassment	
Bullying	
Cyberbullying	
Verbal abuse i.e. swearing, racist or homophobic remarks	
Possession of legal or illegal drugs, alcohol, tobacco, vapes or other banned items	

Theft	
Fighting/injuring or deliberately hurting others	The child will eat away from their peers. They will have fifteen minutes (supervised) writing a behaviour reflection sheet which will be discussed with class teacher upon completion. This could progress onto additional consequences dependent on each individual situation.
Any behaviour which requires the immediate attention of another member of staff	
Attempting to abscond from the school grounds	
Threatening actions or language towards other children or staff	
Shouting in class	
Persistent disobedience or disruptive behaviour	The child will be put immediately into an internal exclusion where they will complete a reflection sheet and learning (for the equivalent of one school day) in a classroom not of their own. Parents/carers will be informed by the class teacher. The school will make a judgement about the child attending upcoming school trips or events where they are representing the school and whether this privilege may be removed following this level of consequence. The most extreme cases of behaviour may result in the child being given a fixed term suspension or ultimately a permanent exclusion.

NB Following a fixed term suspension, a meeting will be arranged between home and the school to put the child on a Pastoral Support Plan in order to start a process where supportive measures are put in place to try to try and stop further fixed term suspensions. This will form part of the Reintegration meeting on the first day back for the child.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 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.

Please refer to 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

The school uses a variety of positive rewards to reinforce behaviour management. The children work towards Class dojo's that are stored electronically and totalled up once a week. Parents can see when these are awarded. There are four school houses- Red, Blue, Green, Yellow to which the children belong to one. Their Dojo points count towards their house colours and the house trophy is awarded at a weekly Celebrations assembly. The winning house over a half term period wins a prize such as a non-uniform day, extra playtime, cake etc. Class Dojo points are not removed.

In addition to these rewards there are individual 'positive' rewards in class that generate rewards e.g. TT Rockstar's, lining up well, stickers. At the start of the school year class rules are agreed through Circle Times.

If behaviour escalates in class individual rewards may be set up for a child. If this does not bring about the behaviour required, then a Personal Support Plan may be set up with the Lincolnshire County Council Reintegration Team and the BOSS behavioural team.

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 code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons, bringing children into lessons early
 - 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 Physical restraint

Education & Inspections Act 2006 (C.40 Part 7 Ch 1 Pt93)

Power of members of staff to use force

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,*
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or*
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.*

In some circumstances, staff may use reasonable force (using the Positive Handling method) to restrain a pupil to prevent them:

- Causing disorder
- 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 (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) 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](#).

8.4 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, the Pupil Reintegration Team, 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 (PSP's) for that child. We will work with parents to create the plan and review it on a regular basis.

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. Where transition cannot take place in person then Teams or recorded messages will be used.

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, including proper use of restraint- Positive Handling, 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 of Swinderby All Saints annually. 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 of Swinderby All Saints annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Acceptable use of ICT policy

Appendix 1: written 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 set an excellent example to pupils at all times
- 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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

[illegible]

Behaviour Reflections KS1

Our School Values tick which has been broken

- Truthfulness
- Compassion
- Forgiveness
- Respect

Name

Class

Date

What happened? (Write or draw)

How did you feel?



What could you do next time?



To be shown to your class teacher, then given to Mrs Longstaff

Teacher's Signature.....



Behaviour Reflections KS2

Our School Values - tick which has been broken

- Truthfulness
- Compassion
- Forgiveness
- Respect

Name

Class

Date

What was the behaviour that resulted in you being kept in?

How did you feel?



hurt



upset



scared



angry



sad



puzzled



embarrassed

What could you do differently next time if the same situation occurs?

How did your behaviour affect other children? What might have happened?

To be shown to your class teacher, then given to Mrs Longstaff

Teacher's signature.....