



# Sebert Wood Primary School Behaviour Policy

**Date reviewed:** Autumn Term 2025

**Date to be reviewed:** Autumn Term 2026 *(or as and when required)*

**Approval by:** Headteacher

**Signature of Headteacher:**

## Purpose

***“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.”*** *Behaviour in Schools – Advice for Headteachers and Staff, 2022*

***“All staff have responsibility to provide a safe environment in which children can learn.”*** *Keeping Children Safe in Education (2022)*

Our school strives to be a place where good behaviour is rewarded, sanctions are in place for poor behaviour, and support is given to children who find it hard to meet our expectations of behaviour.

This document sets out how stakeholders will help to secure our vision. To achieve its aims we will require:

- Leaders to set high expectations, modelling them to both staff and pupils
- Teachers to be responsible for behaviour management in their classrooms, supported in their decision-making by school leaders
- Staff across the school community to understand this policy and apply it consistently and fairly
- Pupils who are explicitly taught what good behaviour looks like, and can see a fair system of rewards, sanctions and support
- Parents who support our behaviour aims, celebrate rewards and can discuss behaviour choices with their children

## Leadership and Management

The Senior Leadership team will lead by example through words and deeds, displaying the behaviours they want to see. They will set high expectations for behaviour norms and demonstrate a zero-tolerance approach to unacceptable behaviours.

The leadership team will model our vision of behaviour management by:

- Correcting behaviour around the school

- Demonstrating respect in interactions with all members of the school community
- Giving clear and consistent messages around behaviour management
- Monitoring behaviour at break and lunchtimes
- Delivering behaviour-focused assemblies at least once a term
- Giving total backing to staff decisions, where staff are following the policy
- Dealing with more severe incidents of negative behaviour
- Providing support and advice for staff who need it, including the rationale behind decision-making in order to upskill staff
- Investing in training for staff

One member of the leadership team will have specific responsibility for behaviour across the school. The team will monitor behaviour throughout the year by liaising with staff, pupils and parents. Data will be kept regarding numbers of severe behavioural episodes, suspensions and exclusions, and we will monitor responses to these incidents to ensure our procedures are effective in limiting unwanted behaviours. We will review our responses from a range of perspectives to ensure adherence to the Equality Act 2010.

### School Systems and Routines

Routines should be used to teach and reinforce the behaviours expected of all pupils. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example entering class or moving around the building.

At Sebert Wood, children are expected to:

- Move around the school quietly and sensibly
- Wear the correct uniform at all times
- Line up calmly
- Sit calmly whilst eating
- Be quiet during the register
- Enter the classroom quietly after breaktimes
- Respect the library area as a calm, quiet place

Our school rules are:

- Be kind to others
- Be honest
- Take care of property
- Listen to whoever's turn it is to talk
- Try your best
- Let other people learn

These routines and rules should be made explicit, practised and revisited across the year. Teaching children what good behaviour looks like reduces the need for teachers to constantly manage misbehaviour. Staff throughout the school should use positive reinforcement when expectations are met, and sanctions where rules are broken. Implementing our behaviour policy consistently will help to create a predictable environment for children.

## Classroom Management

For low-level disruption, teachers should use the following strategies:

- Moving in – continuing with lesson delivery whilst standing close to the child being disruptive
- Eye contact - giving 'the look'
- Proximity praise – praising nearby children who are displaying correct behaviours

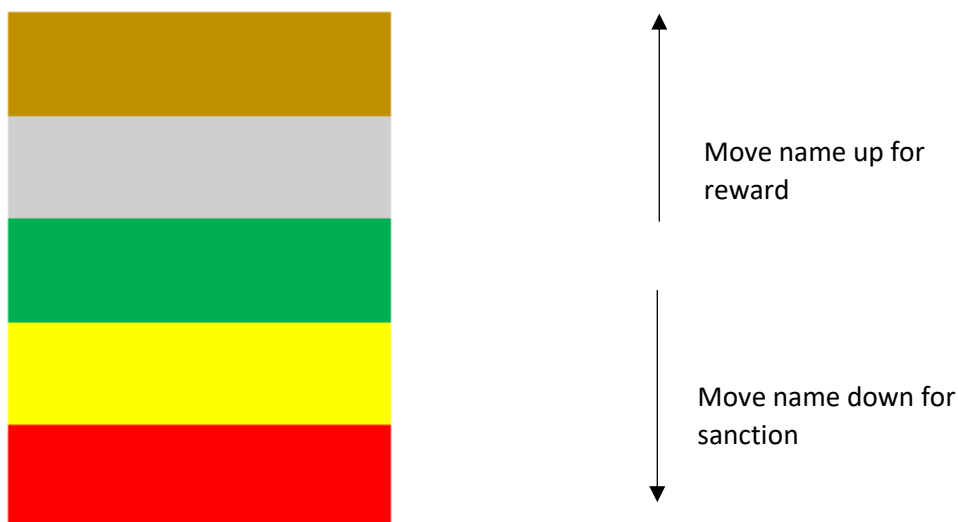
If the disruption persists, a positive reminder of the rule should be used, along with the pupil's name:

- *We listen to the teacher Owen, thank you.*
- *We keep our hands to ourselves on the carpet Holly, thank you.*
- *We look after property in the classroom Amit, thank you.*

Using thank you at the end of the statement maintains a polite, respectful atmosphere whilst making it clear that this is a firm expectation, not a request.

## Behaviour Ladder

Each classroom will have the following system displayed, along with the names of every child in the class:



- Pupils begin each day on green, unless they have moved up to silver already. Green is our expected level and means children are meeting our expected levels of behaviour. This is a good place to be.

*Poor behaviour:*

- If a teacher has given a positive rule reminder but poor behaviour persists, the child's name will move down to yellow. Time will be given for the pupil to remedy their behaviour.

- If the pupil continues to make poor behaviour choices, their name will be moved to the red area. They will lose a playtime and the incident will be logged on CPOMs, our school recording system. Parents will also be contacted by the teacher at the end of the school day.
- Children can be moved back up the ladder by demonstrating good behaviour choices, though any consequences for getting into the red area will still stand.
- We do not administer whole-class sanctions; we treat children as individuals.

*Good behaviour:*

- Pupils who consistently exemplify our school rules for several days, or who have made a concerted effort with behaviour, will move to silver and will get a reward from their teacher. Their name will stay on silver for the rest of the week, providing behaviour remains good.
- Each Friday class teachers will choose a pupil from the silver area, thinking about who has made great efforts in behaviour that week. The teacher should make clear to the class how this child has exemplified our behaviour rules. These pupils will move to gold, and will be rewarded with a treat from the Headteacher. All gold pupils will meet with Headteacher (or Deputy in case of absence) for a milkshake or hot chocolate that afternoon and will get a Golden Ticker to take home to parents.

**The Senior Leadership Team**

The leadership team will give total backing to staff decisions, where staff are following this policy.

A member of the leadership team may be called to assist with behaviour management in the following situations:

- A pupil demonstrates one of our 'zero-tolerance' behaviours.
- Teachers have used the behaviour management ladder, with the pupil on 'red' and a restorative conversation held, but poor behaviour continues.
- A pupil is putting themselves or others at risk of significant harm
- Misuse of school computing equipment

**Sanctions and the Restorative Approach**

Sanctions may satisfy an adult that 'a consequence' has taken place, but they are alone are unlikely to make lasting behavioural changes. If that were the case, the same children would not sit through the same punishment again and again. To aid us in leading behavioural change we will use a restorative approach. This will involve a targeted discussion with the pupil and may be a conversation or responses written by the pupil. It will cover the following areas:

- What happened?
- What were you thinking/feeling at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened? How?
- What do you think needs to happen to make things right?

Should a pupil be hurt by another pupil, the person harmed may be asked similar questions.

Reviewing negative behavioural incidents in this way should help pupils understand the impact of their actions and encourage them to take responsibility for what they have done. This creates accountability

and is more likely to lead to longer-lasting change. The process should also improve emotional literacy, in turn reducing the likelihood of unmet needs causing negative behaviours.

### **Repeated Negative Behaviours**

Should a child reach the red zone three times within a week, they will meet with the behaviour lead in order to create a Behaviour Improvement Plan. The pupil will be issued with a report card for a specified period of time and this will be monitored daily by the behaviour lead. Where behaviour is an issue, involving other stakeholders – particularly parents – can strengthen the impact of any intervention put in place. The behaviour lead will therefore liaise daily with the parents of any pupil subject to a Behaviour Improvement Plan, updating them with any progress.

In Nursery or Reception, should a child reach the red area three times within a week, a member of SLT will come and talk to the child instead of receiving a report card. Parents will be notified as above.

### **Behaviour Improvement Plan as support**

Some pupils benefit from increased adult focus on their behaviour, with small-step targets and rewards. Where a member of staff feels this is appropriate they can notify the behaviour lead, who will draw up a Behaviour Improvement Plan as above with the pupil. This will be reviewed at the end of each week, and its continuation will be determined through discussion with the pupil and teacher.

### **Zero-tolerance behaviours**

**Certain behaviours will not be tolerated at Sebert Wood Primary School.** These include:

- Biting
- Sexual harassment or violence
- Bullying
- Vandalism
- Racist, homophobic or discriminatory behaviour
- Swearing
- Intentional physical violence

Whilst we will take into account the age and circumstances of any children displaying these behaviours, the leadership team will act swiftly and severely; parental contact will be made and potential sanctions will be more severe. The Headteacher will determine whether a report card, internal suspension, or external suspension may be necessary.

## **Suspensions and Exclusions**

Removing a pupil from the classroom should always be a last resort; however, suspensions and exclusions are a necessary part of a functioning system. Not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

During a suspension, where a pupil is temporarily removed from school, a pupil must still receive their education. Work will be set and feedback given for up to five days, likely by Google Classroom or Tapestry.

The local authority must be notified of any suspension or exclusion. We aim to create an environment where suspensions and exclusions are not required.

### **Staff Induction and support**

Historically behaviour management has been seen as the responsibility of staff working in classrooms. To ensure that our behaviour curriculum is clearly established and followed through, the following groups will need to be given training and or/information regarding our approach:

- School leaders
- Teachers and Higher-level Teaching Assistants
- Teaching Assistants
- Sports Coaches
- Emotional Literacy Support Assistants
- Midday Supervisors
- Administrative staff
- Extended Schools staff
- Facilities staff
- Volunteers
- Visiting tutors i.e. Dance or Music teachers
- Governors

With the commencement of this policy, existing staff will receive training or information pertinent to their job role – the extent of this will be determined by the school’s behaviour lead.

Following this, new staff will receive training or information pertinent to their role as part of their induction.

The school’s behaviour lead will arrange additional training where necessary. This may include whole-school approaches such as restoration, or targeted intervention such as theories of de-escalation. Training needs will vary based on staff experience and the needs of individual cohorts.

Behaviour must be viewed as a form of communication or unmet need. Negative behaviours may arise suddenly and without warning, and in ways teachers have not met before. In order to support teaching staff, the behaviour lead will offer a weekly Behaviour Surgery where staff can seek advice or assistance in managing behaviour. Support may be given through observations, coaching or assistance in drawing up and reviewing behaviour plans. Where necessary this may take place with input from the SENDCO.

### **Pupil transition**

With the commencement of this policy, all pupils will require explicit instruction on our behaviour curriculum. This will begin through assemblies, led by the Senior Leadership Team, in order to give

impact and focus. Leaders will set out expectations in child-friendly language, and help children to understand why these rules are in place. Rewards will be discussed and leaders will check that children understand how these can be earned. Sanctions will be discussed and leaders will make clear why these may be applied. Leaders will also explain that some children will need additional help in order to meet these expectations, in the same way that other children need help with academic aspects. The SENDCO will explain some ways that this support might be given, and leaders will again make sure children understand why this is fair. Children not present at these assemblies will attend a catch-up session.

In the classroom, teachers will revisit the rules and verbalise examples of children following rules – *Sacha is sitting quietly, Craig is being helpful, I can see Kiri paying attention* – this will help children visualise expected norms. Teachers should make this a daily occurrence so that children understand good behaviour is recognised, and this should be linked to reward.

When a new pupil joins a class, the teacher should assign an adult to discuss rules, rewards, sanctions and support. This can be followed up with a class recap on what they can tell the new pupil about behaviour at our school, in order to reinforce our standards and system.

Removal from a classroom should always be a last resort. However, in more severe instances of negative behaviour, a pupil may have to work in isolation or be suspended. In these cases, the Headteacher and/or Key Stage Leader will sit with the pupil to explain:

- The reason for sanction – the behaviour(s) which were not acceptable
- The duration of the sanction – when it will end, or when they will return to class
- What information will be given to parents

Before returning to class, a ‘repair and rebuild’ meeting will be held between the pupil and a member of the leadership team. This should emphasise a fresh start and focus on positive behaviours for the future, and should be considered a warm welcome to a child who will be anxious about returning. Positive relationships are key to behaviour management- a shared activity such as drawing, colouring or reading may be used. The adult will agree some small steps in terms of positive behaviour for the pupil to focus on, then take the pupil to their classroom. The adult will verbally ‘hand over’ the pupil to the teacher in a positive manner, such as *‘Simon is here and he wants to show you how kind he can be today.’*

## Pupil support

***“A school must not harass a pupil because of his disability – e.g. shouting because he can’t concentrate.”*** Equality Act 2010: Advice for Schools (2014)

Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Behaviour will often need to be considered in relation to a pupil’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

- The school has a duty under the Equality Act 2010 to take reasonable steps to avoid substantial disadvantage to pupils caused by the school’s policies or practices.
- From the Children and Families Act 2014, we have a duty to use ‘best endeavours’ to meet the needs of those with SEND.

- If a child has an Education, Health and Care plan, the provisions set out in the plan must be secured.

In order to fulfil these duties, staff must anticipate likely triggers of misbehaviour and put support in place to prevent these. Examples may include:

- Short, planned breaks for a pupil whose SEND means they find it difficult to sit still for long
- Allowing a pupil whose SEND impacts concentration to doodle whilst a teacher input is given
- Adjusting uniform requirements for a pupil with sensory issues

Children with mental health needs or who have lived through ACEs (adverse childhood experiences) may also find it difficult to meet our behavioural expectations. Support for these children may be provided through our ELSA team, in order to help build positive relationships and emotional literacy. Communication between ELSA staff and teachers will be paramount here.

### Breaktimes and lunchtimes

Outside of lessons, the following school rules still apply:

- Be kind to others
- Be honest
- Take care of property
- Listen to whoever's turn it is to talk

In addition to this, we have the following routines:

- We only play football if we're on the playing field
- We respect all adults
- We share play equipment fairly
- We use the pavilion as a quiet area
- We walk to line up at end of playtime

At breaktimes, staff on duty will circulate the playgrounds/field to monitor behaviour. Again, positive reminders of the rules will be given – *"We take care of property on the playground Daniel, thank you"*. Disagreements between children will be dealt with through a restorative conversation. Staff on duty will report significant incidents to class teachers, so that names can be moved on the behaviour ladder if needed.

At lunchtimes, Midday Supervisors will manage behaviour in the same way:

- Positive reminders of the rules when needed
- Disagreements resolved through restorative conversation
- MDSAs will report significant incidents to class teachers

A member of the Senior Leadership Team will be on duty each lunchtime and may be called to assist with significant incidents.

## Safeguarding

Sexual harassment or violence are not acceptable behaviours – children are taught this in an age-appropriate manner in PSHE lessons and assemblies. Staff will demonstrate positive, respectful relationships and challenge unacceptable comments or behaviours.

Our school will not tolerate sexually-abusive behaviours. Our Designated Safeguarding Lead will be notified of any instance and will contact parents. Children demonstrating these behaviours will be subject to sanctions in line with our ‘zero-tolerance’ approach. We will be mindful that inappropriate behaviours may be a sign that a child is in need of help or protection themselves.

Victims of sexually-abusive behaviours will be believed and supported by the school. Parents will be notified by our Designated Safeguarding Lead and plans put in place to ensure pupil safety.

Please see our Safeguarding Policy for further information.

## Bullying

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

Bullying will not be tolerated at Sebert Wood Primary School and constitutes a red-line offence – see our Anti-Bullying policy for further information.

## Prohibited items

The following items are not to be brought to school by children:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and/or cigarette papers
- Fireworks
- Pornographic images
- Any object that staff believe has been used, or is likely to be used, to commit an offence or to injure property or another person.

Searches for and confiscation of these items will be conducted in line with DfE guidance. Searches will only be carried out by the headteacher or someone authorised by the headteacher. Prohibited items will be disposed of. Items detrimental to school discipline may be confiscated and returned to pupils or parents if appropriate.

## Further reading

This policy has been written in conjunction with the following policies, guidance and laws:

Keeping Children Safe in Education 2022

Behaviour in Schools: Advice for Headteachers and Staff – September 2022

Suspension and Permanent Exclusion – September 2022

Equality Act 2010

SEND Code of Conduct

Sebert Wood Policies: Child Protection & Safeguarding, Anti-Bullying, Equality and Accessibility

## Appendix

### Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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.

### Exclusions

The school endeavours only to use formal exclusion where absolutely necessary, in response to a serious breach, or persistent breaches, of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Short fixed term exclusion will be considered and in very serious cases permanent exclusion. Whenever possible the school will make clear to parents/carers and agencies involved with the child that they are 'at risk' of exclusion. Every possible avenue will be explored at this time to reduce this risk. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal. The Headteacher informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. For the first 5 school days of exclusion, it is the responsibility of the parent to make sure their child is not in a public place during normal school hours unless there is a good reason.

The DfE list of Reasons for Exclusion includes:

- Physical assault against a pupil: fighting, violent behaviour, wounding, obstruction and jostling
- Physical assault against an adult: violent behaviour, wounding, obstruction and jostling
- Verbal abuse/threatening behaviour against pupil or adult: threatened violence, aggressive behaviour, swearing, verbal intimidation
- Persistent disruptive behaviour: challenging behaviour, disobedience, persistent violation of school rules

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

- Where requested by a parent, the Local Authority will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.
- Panel members will need to be trained in how to perform their role.
- The Local Authority will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.
- The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.