Everybody Learns - Everybody Cares

Bede Community Primary School

Behaviour Policy

Review date: October 2027

1. Introduction and purpose of this policy

At Bede Community Primary School, we believe that high standards of behaviour are achieved through **positive relationships**, **clear expectations** and a **consistent whole-school approach**.

We believe that every member of our school community should feel:

- **Included**
- **Valued**
- **Respected**
- **Safe**

Our school is built on mutual trust, care and respect. We recognise that good behaviour is a shared responsibility between:

- staff
- pupils
- parents and carers
- governors

This policy is designed to help everyone in our community live and work together successfully. It supports a positive, calm and purposeful environment in which children can learn, develop and thrive.

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We want all children to be happy, safe and secure in school. We also recognise that children need to be taught how to behave well, not just told to do so. Adults in school have a vital role in modelling the behaviour we expect.

2. Aims

Our behaviour policy aims to:

- safeguard all children
- create a positive environment where effective teaching and learning can take place
- promote good relationships and mutual respect between pupils and staff
- maintain high expectations for academic and social development
- teach children to take responsibility for their actions and understand the consequences of their choices
- work in partnership with parents and carers to support positive behaviour
- identify and support children whose behaviour indicates unmet need
- ensure that behaviour is managed fairly, consistently and proportionately
- support inclusion through appropriate adjustments where needed

3. What we do to promote positive behaviour

To help children succeed academically and socially, we will:

- provide a broad, balanced and engaging curriculum with realistic expectations
- ensure children feel important, known and valued
- use praise and rewards generously and thoughtfully

- respond to behaviour calmly, promptly and consistently
- record behavioural concerns on **CPOMS** so they can be monitored over time
- seek support from phase leaders where needed
- involve parents and carers at an early stage if concerns continue
- ensure that serious or repeated concerns are referred to the senior leadership team

4. School rules

Our school rules are simple and memorable:

- **We are kind**
- **We are respectful**
- **We will do our best**

These rules apply at all times, including in lessons, around school, at break and lunchtime, and during school activities and visits.

5. Teaching positive behaviour

All adults in school are expected to model calm, respectful and controlled behaviour.

Positive behaviour is taught, practised and reinforced through:

- clear routines
- explicit teaching of expectations
- PSHE lessons
- consistent language and responses

- regular praise and encouragement
- opportunities to practise social and emotional skills

We believe that children behave well when they feel secure, understood and engaged in learning.

6. Behaviour for learning

At Bede Community Primary School, we have high expectations for behaviour in lessons.

We know that the best behaviour for learning comes from:

- well-planned and engaging teaching
- clear routines and expectations
- pace and challenge matched to pupils' needs
- purposeful activities
- strong relationships between adults and children

Staff will:

- ensure children enter class calmly and are ready to learn
- use clear routines for transitions and independent work
- maintain high expectations for listening and attention
- use non-verbal signals where appropriate
- keep disruption to a minimum
- ensure all pupils are engaged and included in lessons
- apply classroom rules consistently across the school

7. Classroom environment

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Our classrooms are designed to support learning, independence and consistency. Features of effective classroom organisation include:

1. layouts that support whole-class, group and independent learning
2. clear access to resources and books
3. promotion of pupil independence
4. predictable daily routines and clear next steps
5. support from teaching assistants, learning support assistants and HLTAs where appropriate

Consistency across classrooms helps children to feel secure and to understand what is expected of them.

8. Expectations of pupils and parents/carers

We expect pupils and families to support the ethos of the school by recognising that:

- adults in school should model good behaviour
- the curriculum will meet the needs of our pupils as far as possible
- the school environment should be welcoming and well cared for
- pupils should receive clear feedback and targets to help them improve
- routines, rules and sanctions will be applied fairly and consistently

9. Expectations of pupils

We expect pupils to:

1. attend school regularly and punctually
2. wear the correct school uniform and follow the school dress code

3. treat adults and other pupils with respect
4. use polite, appropriate and non-offensive language
5. take care of their own learning and the school environment
6. complete homework and return it on time where required
7. show pride in their own behaviour and achievements

10. Rewards and recognition

We believe that children thrive when good behaviour and positive attitudes are noticed and celebrated.

Rewards may include:

- verbal praise
- stickers, stars or certificates
- class-based reward systems
- praise assemblies
- recognition from the Headteacher or Deputy Headteacher
- termly and annual celebration assemblies
- rewards for attendance and punctuality

We may also inform parents and carers when a child has demonstrated excellent behaviour, effort or attitude.

11. Sanctions

We aim to manage behaviour positively and prevent the need for sanctions wherever possible. However, when behaviour is not acceptable, sanctions may be used if they are reasonable and proportionate.

Sanctions should:

- distinguish between minor and more serious incidents
- be applied fairly and consistently
- take account of individual needs where appropriate
- never punish the whole group for the action of an individual
- support the child to reflect and improve
- protect the learning, safety and wellbeing of others

12. Managing challenging behaviour

Staff know the children well and use this knowledge to respond appropriately and consistently.

When behaviour becomes challenging, staff should:

- address the behaviour directly and calmly
- avoid personal comments
- focus on the behaviour, not the child
- use low-level strategies first
- record concerns appropriately
- seek support where necessary

Possible strategies may include:

- non-verbal reminders
- quiet verbal warnings
- repositioning within the classroom

- repeating work to an acceptable standard
- removal from a group or activity
- loss of part of break or lunchtime
- referral to a senior member of staff
- supervised isolation with work to complete

If behaviour does not improve, staff may:

- meet with parents or carers
- share concerns with a colleague who knows the child well
- discuss possible unmet need or support strategies
- consider a behaviour support plan

Where needed, the child, parents/carers and staff may agree a plan with clear targets and support measures.

If concerns continue, the matter will be referred to the Deputy Headteacher or Headteacher, who will review the case and decide on the next steps. This may include:

- additional support
- parental meeting
- internal exclusion
- fixed-term exclusion
- permanent exclusion in the most serious cases

13. Anti-bullying

Bullying is behaviour that is intended to hurt and happens more than once. It can be:

- physical
- verbal
- emotional
- social
- online or cyber

Bullying may also be related to race, religion, gender, sexuality, disability or other protected characteristics.

At Bede Community Primary School, bullying is taken seriously. Staff are vigilant for signs of bullying and will act promptly when concerns are raised.

Where bullying is identified, the school will:

- investigate promptly
- support the child who has been harmed
- address the behaviour of the child or children responsible
- involve parents and carers where appropriate
- keep detailed records
- monitor the situation closely afterwards

14. Use of force and restraint

In rare and exceptional circumstances, staff may use **reasonable force** to prevent a pupil:

- hurting themselves or others
- damaging property
- committing an offence

- causing serious disruption

Staff will always try to de-escalate situations first and use physical intervention only when necessary, reasonable and proportionate.

Physical restraint should never be routine. Staff should act in line with legal guidance, training and school procedures, and should seek help where possible. The safety of pupils and staff is paramount.

15. Exclusions

Exclusion is a serious sanction and will only be used when all other strategies have been exhausted, or in response to a serious incident.

The Headteacher, or the Deputy Headteacher acting in their absence, has the power to exclude a pupil.

Exclusions may be:

- **fixed-term**
- **permanent**

The school will follow current legislation and local authority guidance at all times.

Parents and carers will be informed by telephone and in writing without delay. The school will also:

- keep detailed records
- provide suitable work for the pupil during the exclusion period
- involve governors where required
- inform the local authority in line with statutory guidance

Where a pupil is at risk of permanent exclusion, the school will ensure that appropriate support, planning and external agency involvement are considered.

16. Permanent exclusion

Permanent exclusion is an extremely serious step. It may be used:

- after a pattern of serious behaviour incidents
- following a very serious one-off incident
- where it is felt that the school environment is no longer appropriate for the pupil

The Chair of Governors will be informed if permanent exclusion is considered.

17. Success criteria

We will know that this policy is effective when:

- pupils understand and follow the school rules
- pupils know what good behaviour looks like
- staff apply expectations consistently
- parents and carers support the school's approach
- sanctions are understood and accepted as part of school life
- incidents of challenging behaviour reduce over time
- pupils respond positively to praise, reward and support
- the school remains calm, safe and purposeful

18. Monitoring and review

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This policy will be:

- shared with all staff
- shared with governors
- reviewed every two years, or sooner if needed
- updated in response to changes in legislation, guidance or school practice

F Dickinson October 2026