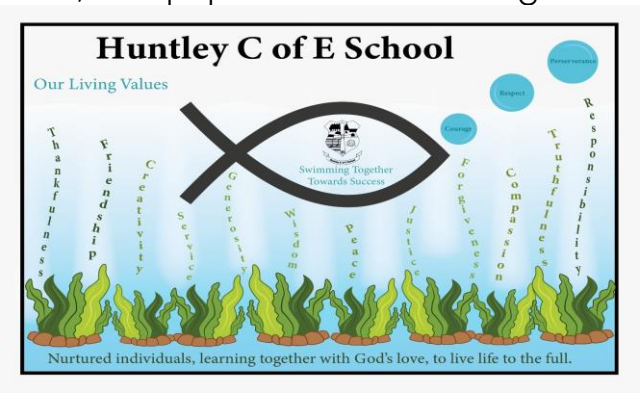
Huntley C of E Primary School

Behaviour Policy
September 2026

To be read in conjunction with:

Anti-bullying Policy
Safeguarding and Child Protection Policy
Keeping Children Safe in Education 2026
Equalities Policy
Complaints Policy
Internet Usage and Safety Policy
Behaviour in Schools Guidance September 2022
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022



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Document Reviews and Amendments

Amendment Date	Change to Document	Date of Approval
September 2018	Scheduled review. Updated in line with new reward systems in classrooms in staff meeting	01/19
April 2020	Change of format.	
November 2021	Reviewed in staff meeting and FGB	09/21
July 2023	Reviewed in staff meeting. Reviewed by FGB July 2023, as changes have been made	Staff meeting 12/01/23 FGB- 07/23
January 2025	Reviewed as behaviour sanction system changed after staff voice	Staff meeting 14/01/25
January 2026	Reviewed	Staff 20/01/26
September 2026	Updated in line with KSCiE 2026 guidance and Use of reasonable force and other restrictive interventions guidance	EC 09/09/26

Aims and expectations

To ensure that we can live out our school vision and make sure that every member of the school community is a' Nurtured individual, learning together, with Gods' love, to live life to the full.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has adopted three core values: Respect, Courage and Perseverance. The first of which underpins all our relationships within the setting. In addition, we have other Values for living. Wisdom, Compassion, Truthfulness, Generosity, Friendship and Thankfulness. These values and the British Values, permeate through all school life including through worship, the curriculum and community times.

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, rather than a system to enforce rules. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others, whatever their background. social circumstances, ability, ethnicity or culture.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

REWARDS AND SANCTIONS:

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children and praise for good work/ behaviour/ showing our school values;
- Teachers give children house gems and stickers;
- Pupils show work to head teacher or other class teachers.
- Each week we nominate a child for a Head teacher award, given during Celebration collective worship, often relating to one of our school values.
- Each class teacher awards merit certificates in Merit assemblies.
- Whole school House gem reward system in place- winners every week
- Class of the week award rewarded every week for positive lunch and breaktime behaviour/ showing values. Class of the week has first choice of Golden Time activities.

- All children have 30 minutes of Golden Time Activities on Friday afternoons in return for good behaviour and hard work during the rest of the week.

The school acknowledges all the efforts and achievements of children, both in and out of school. These are celebrated in collective worship on Fridays.

Sanctions
The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
We want all children to achieve their best outcomes and therefore we expect children to listen to the best of their ability in lessons. If they do not do so we will ask them to either move to a place nearer the teacher or to sit on their own for that task.
We expect children to try and do their best in all activities. If they do not do so we may ask them to revisit or have another go at a task if teachers feel it appropriate.

Make a positive change
If a child is making a poor choice, they will discretely be given a 'Make a Positive Change' card. If the behaviour changes the card will be removed.
If a change is not made the child will loss 5 minutes of their golden time allocation. This is not displayed anywhere for others to see but the teacher keeps a record.
If three cards are issued in one day there will be five minutes missed.

Classroom times and Collective Worship
Our behavioural system is based around one of our core values of respect. Respect for themselves, others in school and the school building.

Playtime and lunchtime
If required, at playtime or lunchtime a child may be given 'timeout' sitting on the time out bench. This allows them time to calm down and reflect. Time out it given in 5 minute intervals.
If poor behaviour is serious at playtimes and time out does not result in a positive change, children may be taken to talk sit by the staff room. The Head teacher will record the incident and speak to the child/ren involved. They will be given time to calm down and reflect on the behaviour initially. Then each child is given a time to give their side of the incident without interruption. After this the children reflect on their behaviour and think of things they would do differently in the same situation. Further sanctions may be given at this point, such as missing the next break time, if appropriate. Information will be fed back to class teachers and parent will be informed if necessary.

Safety

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is taken to the head teacher during playtime. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-bullying Policy)

Child on Child Abuse (see Safeguarding and Child Protection Policy)

Staff recognise that children are capable of abusing their peers and that it can happen both inside and outside of school and online. Staff understand that even though there may be no reports of child- on- child abuse, it does not mean it is not happening and that it is important to raise any concerns with the DSL.

The Governing Body ensures that procedures from the behaviour and/or safeguarding policies are implemented to minimise the risk of child- on- child abuse and sets out how allegations will be investigated and dealt with.

Staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.

Child on child abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexual violence, causing someone to engage in sexual activity without consent (such as forcing someone to strip), up skirting, physical abuse, consensual and non-consensual sharing of nudes/ semi nudes images and/or videos and initiation/hazing type violence and rituals. The school makes it clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

The school refers to guidance on Violence and Sexual Harassment between Children in Schools and Colleges (DfE-00155-2018) and KSCiE 2026.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the behaviour policy.

Racial harassment
Racial harassment of any kind will not be tolerated. Any such incidents will be reported to the Head Teacher who will record them. Parents of any pupils involved will be invited into school to discuss the matter and to agree a course of action. Repetition of such harassment will result in exclusion.

Sharing behavioural expectations
The class teacher will remind pupils of the school rules for class and playground behaviour. They can be found displayed on the wall of each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during 'circle time' or during a collective worship. We also have a home-school agreement.
Where unacceptable behaviour (including bullying) does occur over a period, a behaviour book will be discussed with relevant pupils and parents, then sent home to be signed daily until it is deemed unnecessary.

The role of the class teacher
It is the responsibility of the class teacher to ensure that the school rules and values are followed in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
The class teacher treats each child fairly and enforces the learning expectations consistently. The teacher treats all children in their class with respect and understanding, ensuring that all sides of disputes are heard in order to build up a clear picture of any incident.
If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMs and reports to the head teacher.
If there are behavioural concerns, the class teacher in consultation with the head teacher, may liaise with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This will be carried out in line with our safeguarding procedure.

The role of support staff
It is the responsibility of the support staff to ensure that the school rules are followed in the school buildings and around the school grounds. The support staff in our school have high expectations of the children in terms of behaviour.

The support staff treat each child fairly and enforce the classroom and school rules consistently. The support staff treat all children in their care with respect and understanding, ensuring that all sides of disputes are heard in order to build up a clear picture of any incident.
If a child misbehaves repeatedly at playtime or during class the support staff will refer to the class teacher.

The role of the head teacher
It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
An incident book is maintained in school of all serious incidents of misbehaviour. Parents are informed of any serious incidents. The headteacher also logs less serious incidents of pupils being sent to them. The headteacher will meet with parents to discuss incidents/further action if appropriate.
The head teacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents
The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the home/school agreement, and we expect parents to read these and support them.
We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors
The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about

particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Internet safety
Prompt action will be required if a complaint is made. The facts of the case will need to be established, for instance it is possible that the issue has arisen through home Internet use or by contacts outside school. Transgressions of the rules by pupils could be minor as well as the potentially serious.

- Complaints of Internet misuse will be dealt with by the Head Teacher
- Pupils and parents will be informed of the complaints procedure
- Parents and pupils will need to work in partnership with staff to resolve issues
- Discussions will be held with the Police liaison officer to establish procedures for handling potentially illegal issues
- There may be counselling by teacher/head teacher.
- The child may be denied Internet or computer access for a period of time

Suspensions and permanent exclusions
The following guidance will be followed in this situation: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained school's academies, and pupil referral units in England September 2022.
Behaviour in school's guidance – September 2022

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

The Headteacher will also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would

not be appropriate to do so. They will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

If the head teacher suspends/ excludes a pupil, they inform the parents immediately, giving reasons for this. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
The head teacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
The governing body will also form 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 suspension/exclusion, they consider the circumstances, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Use of restrictive interventions

At Huntley our aim is to create a safe, secure and supportive environment for all our pupils and staff. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance Use of reasonable force and other restrictive interventions guidance
- There is robust recording and reporting of any incident where restrictive interventions including reasonable force and seclusion have been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence

3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. Decisions on training will be based on their school's individual contexts and needs at any time.

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, risk assessments will be carried out to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of serious incidents on CPOMs

The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The staff and governing body review this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.