



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Behaviour Policy

Completed by: Mrs M Norris

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Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Stanley Crook Primary School

Behaviour Policy

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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 in schools: Advice for Headteachers and School Staff (2024)
- Keep Children Safe in Education (KCSIE 2026)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- School Suspensions and Permanent Exclusions: Statutory Guidance (DfE, July 2026)

It is also based on the special educational needs and disability (SEND) code of practice (updated 2024)

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

3. Definitions

3.1 It is a primary aim of Stanley Crook Primary 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 including SEND. The school's 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. Whilst the school will encourage good behaviour outside of the school boundary we will expect parents to be responsible for their children's behaviour in such circumstances.

3.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

3.3 The school expects every member of the school community to behave in a considerate way towards others.

3.4 We treat all children fairly and apply this behaviour policy in a consistent way. (please see Disability Equality Scheme for further information.)

3.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

3.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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.

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 and work closely with the Anti Bullying team. We have anti bullying training and a separate policy. The children are trained as buddies and mediators, both of which are represented on the School Council.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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.

The school employs a number of sanctions to enforce the school rules (see Assertive Discipline) and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- **THE FIRST RULE IS ALWAYS – IT YOU HAVE A PROBLEM TELL THE TEACHER – DO NOT TRY TO SORT IT OUT FOR YOURSELF**
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- 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 child, the class teacher and the children involved try to sort out the problem. The child causing the hurt is punished i.e. miss a playtime. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child
- Under no circumstances is a child permitted to leave the boundary of the school and its grounds without permission. If a child does this, the school has reasonable time to look for the child within the grounds, the school contacts the child's parents using the first two contact numbers and informs the police. If a message has to be left on a telephone, approximate time of call will be given and recorded

5. Roles and responsibilities

5.1 The governing body

The Raising Achievement Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Raising Achievement Committee 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 Raising Achievement Committee, 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

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 (see appendix 3 for a behaviour log)

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

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

7. Rewards and sanctions

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

- Teachers congratulate children – 'catch children being GOOD!'
- Teachers give stickers for children's sticker charts. Once the charts are full, children receive bronze, silver and gold badges.
- Each week teachers nominate at least a child from each team to be 'Worker of the Week'. – to include care, courteousness and respect towards others
- Each 'Worker of the Week' receives a certificate in the school assembly and has the opportunity to be first for lunch
- We distribute certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All teams have an opportunity to lead a celebration assembly where they are able to show examples of their best work.
- At the end of each academic year, pupil's receive awards for:
 - Academic Excellence and Achievement for KS1
 - Academic Excellence and Achievement for KS2
 - Sportsperson of the Year
 - Musician of the Year

The school acknowledges all the efforts and achievements of children, both in and out of school.

7.1 List of rewards and sanctions

In addition, positive behaviour will be rewarded with:

- 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
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Referring the pupil to the Headteacher

See appendix 4 for sample letters to parents about their child's behaviour.

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 our safeguarding policy and statement of procedures for dealing with allegations of abuse against staff 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

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
- 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 Restrictive Interventions including the use of reasonable force

In some circumstances, staff may use reasonable force 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

All teaching and support staff have been Team Teach trained and new members of staff have completed Team Teach training in January 2026.

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, screening and confiscation procedures are conducted in accordance with the Department for Education's latest statutory guidance, *Searching, Screening and Confiscation*, and the school's Safeguarding and Child Protection Policy."

8.4 Searching, Screening and Confiscation

Searching Pupils

The school has a statutory power to search pupils or their possessions where there are reasonable grounds for suspecting that a pupil may have a prohibited item or any item that has been banned by the school rules and identified as an item which may be searched for.

Searches will be conducted with due regard to the pupil's dignity, privacy and welfare and in line with safeguarding responsibilities.

A member of staff authorised by the Headteacher may search a pupil's outer clothing, bags, desks or lockers. Searches will normally be conducted by a member of staff of the same sex as the pupil and in the presence of a witness who is also of the same sex as the pupil.

A search may take place without a witness if the authorised member of staff reasonably believes that there is a risk that serious harm could be caused if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Prohibited Items

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff 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)

The school may also search for other items which have been identified as banned under school rules where there are reasonable grounds for suspicion.

Use of Electronic Devices

Where a member of staff has reasonable grounds to suspect that an electronic device contains evidence of misconduct, bullying, safeguarding concerns or criminal activity, the device may be confiscated and examined by authorised staff in accordance with DfE guidance.

Where material found on a device raises safeguarding concerns, staff will follow the school's Safeguarding and Child Protection Policy and, where appropriate, refer information to external agencies, including the police.

Confiscation

Staff may confiscate any item that is prohibited, harmful, inappropriate or detrimental to school discipline or the safety and wellbeing of others.

Confiscated items will be retained, disposed of, passed to the police, or returned to parents as appropriate and in accordance with current legislation and DfE guidance.

Illegal items, controlled drugs (unless lawfully possessed), offensive weapons and items reasonably suspected to be evidence of a criminal offence will be handed to the police as soon as practicable.

Recording and Safeguarding

A written record will be made of searches for prohibited items, searches that result in concerns relating to safeguarding, and searches involving the use of reasonable force.

Parents will normally be informed of any search for prohibited items and any confiscation that raises safeguarding, welfare or disciplinary concerns, unless there is a good reason not to do so in order to protect a child or comply with safeguarding procedures.

All searches and confiscations will be undertaken in accordance with the school's safeguarding responsibilities and the principles of proportionality, necessity and respect for pupils' rights.

8.5 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, 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 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.

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, as part of their induction process.

Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Behaviour and Safety Committee every two years. 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 Behaviour and Safety Committee every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusion policy
- Safeguarding and Child Protection policy
- Confidential Reporting Code

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 exclusion.
- 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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Raising Achievement Committee every year.