Behaviour Policy

Date Created:

September 2026

Review Date:

September 2027

Our vision: responsible citizens, confident individuals, successful learners

Our school rules: Be safe, be kind, work hard and love learning

We want:

- a positive school culture where children show positive, prosocial behaviours in and out of lessons;
- to enhance self- esteem so children are confident emotionally, socially and academically;
- to ensure all children have a positive learning environment where they make progress and experience success;
- the children to be responsible for their actions and choices and leave our school understanding the impact their behaviour has on themselves and others;
- our children to respect themselves, others and their environment both in school and the wider community.

All aspects of this policy apply equally to everyone in the school community - reasonable adjustments are made for pupils with special educational needs.

Staff commitment and modelling

- Our staff recognise that how they behave is as important as how the children behave. They treat everyone with courtesy and dignity and use de-escalation and preventative strategies. They keep the situation calm.
- Staff model and demonstrate kindness and speak respectfully and calmly to reduce conflict and avoid escalating any situation.
- It is the inappropriate behaviour that is rejected, not the child.
- We teach and re-teach behaviour. A child's success at reducing inappropriate behaviour will be acknowledged.
- All the staff understand that the children need to be guided to accept responsibility for their actions and their consequences, both intended and unintended.
- All staff recognise that some children may have additional needs and adapt this policy accordingly.

Six principles of nurture

These underpin everything we do.

- Children's learning is understood developmentally.
- The importance of nurture for development of wellbeing.
- All behaviour is a form of communication.
- The classroom offers a safe base.
- Language is a vital means of communication.
- The importance of transition in children's lives.

Behaviour Management

We recognise that positive strategies encourage sensible choices and personal responsibility.
A positive approach makes children feel valued and appreciated. Good behaviour is expected at all times and is acknowledged through:

- All pupils having a Boxall Profile
- Promotion of a calm start, Zones of Regulation and safe spaces.
- Verbal praise, constructive feedback from adults and peers, promotion of a 'Growth Mind-set'.
- Advertising the behaviours/learning attitudes we want to see.
- Positive written comments on the children's work, visits to the Headteacher, SLT and other staff to share good work/ excellent effort.
- Special responsibilities within the class, class jobs, Peer Mediators, Play Leaders, Prefects, Junior Leadership Team.
- Personalised whole class rewards system.
- Small rewards such as praise, stickers, house points for effort, helpfulness, achievement.
- Informing parents of achievements through a note, email, telephone call or face-to-face.
- Star of the Week, kindness book, reading, maths, handwriting and sports awards, 5 Keys to Wellbeing certificates, attendance and punctuality are all presented in Celebration Assemblies as well as sharing examples of good work and effort both inside and outside of school.
- Headteacher Awards are presented termly for exceptional learning, effort, behaviour.
- Prefects support children in school and model excellent behaviour, they promote pro-social behaviour.

Playground behaviour

This is monitored by staff on duty. Serious incidents or repeating patterns of minor incidents e.g. interruption of play, physical incidents will be followed up by teachers with support of SLT. Very serious incidents are referred to the Headteacher.

Safeguarding and E-Safety

Safeguarding and E-safety is of paramount importance. With the increase of children accessing technology and social media, any of these behaviours listed in our behaviour ladder can be related to on and offline behaviour. Parents and children are encouraged to report any E-Safety concerns (even if they occur outside of school) so school can support with them.

Recording on Arbor

All incidents are recorded on Arbor. Children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level. All child-on-child abuse, including sexual violence and harassment, is referred to a DSL under the safeguarding policy and KCSIE.

Mobile Phones

Mobile phones may only be brought to school by Year 5 and 6 if these children walk to and/or from school alone without an adult. Phones are **not permitted to be used** anywhere on the school site. Year 5 and 6 children hand them in to teachers as soon as they arrive in school and they are kept locked in the teacher's drawer until the end of the school day.

Protective and Educational Consequences

We have a clear behaviour ladder that sets out consequences for any poor behaviour (on or offline). Staff are committed to challenging any behaviour that includes physical violence or abuse, threats, verbal abuse, theft and damage to school property. This includes all forms of bullying or racism. Children are made aware they have choices to make. Behaviour is recorded on Arbor and is monitored daily by the SLT. The Headteacher has the authority to address inappropriate behaviour that has occurred outside of the school grounds.

If a child has difficulty maintaining acceptable behaviour in school these strategies may be followed:

- The Class Teacher and Pastoral lead will support the child in improving their behaviour through **positive** reward systems.
- School staff will liaise with each other to support the child.
- Parents/carers will be consulted and invited to share the process.
- Roots and Fruits and Anxiety mapping will be used. The Boxall Profile will be consulted.
- A behaviour risk calculator will be completed to see if an individual risk management plan is needed. If it is needed it will be completed by the teacher and a member of SLT.
- All staff supporting children who have therapeutic interventions will be made aware of individual plans for those children.
- Removal from the class
- When there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers.

The school has the power to search for items banned under school rules that pose an immediate safety risk to the children—such as scissors, sharp objects brought from home, medications, vapes, etc.
KCSIE explicitly highlights that primary-age children can be victims of criminal exploitation. Finding high-value items, unexpected cash, or illegal substances on a primary school pupil triggers an immediate safeguarding referral rather than purely a disciplinary response.

Suspensions and Permanent Exclusion

Children who do not respond to strategies may be suspended for a short or a longer fixed term period. A plan may be put in place agreed by school, parents and outside agencies. Permanent exclusion could follow if none of these strategies are successful.

A decision to permanently exclude a child should only be made: In response to serious breaches of the school's behaviour policy; AND Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school.

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one-off' disciplinary offence, and these can include: Serious actual or threatened violence against another pupil or member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon. Only the Headteacher can make the decision to suspend or permanently exclude, parents can make representations to governors when this occurs.

Bullying is not tolerated at any level - whether it happens inside or outside of school - and may result in exclusion or short term suspension if it persists.

	Behaviour Examples	Actions/Sanctions
Level 1	• Refusing to work • Refusing to follow adult instruction • Anti-social behaviour • Playfighting • Being disrespectful • Swearing at another person • Bystanding	• Restorative Justice, e.g. clean the area, repair the damage, apology, • Reflective conversation. • Complete work in another class. • Lose age appropriate minutes from break time. • Review current provision. • Parents informed.
Level 2	**Persistence in level 1 behaviour** • Walking out of the classroom without permission • Going into areas of the school that are out of bounds • Incident of a sexual nature (check Brook Traffic Light Tool) • Inciting other children to misbehave • Stealing • Threatening and intimidating • Vandalism (breaking or misusing property)	• Restorative Justice, e.g. clean the area, repair the damage, apology, reflection time • Work in class with phase leader for remainder of lesson. • Missed break or lunch • Supervised break for persistent behaviours. • Pastoral Intervention where appropriate. • Items may be confiscated and returned to parents. • Phase Leader/teacher to speak with parents.
Level 3	**Persistence in level 2 behaviour** • Discriminatory incident against a protected characteristic • E-safety incident • Attempting to leave school site without permission • Sexualised behaviour • Physical fighting • Injury with intent • Emotional harm with intent • Biting • Spitting at someone	• Possible internal/external suspension • Loss of break or lunchtime • Parents informed by SLT – in person or phone call • Restorative justice • Team of school staff to work with parents • Ongoing reflective sessions with pastoral team. • Risk reduction plan if not already in place. • Parents possibly asked to come into school support children with work during school day.
Level 4	**Persistence in level 3 behaviour** • Serious injury with intent (Headteacher's discretion) • Leaving school without permission • Cyber bullying • Bullying – physical or emotional, including against a protected characteristic	• Send to Headteacher/Deputy Head • Parents informed letter /phone call/face to face • Possible intervention from other agencies, e.g. Police, social workers etc. • External suspension for a specified amount of time • Reintegration and reflection
Level 5	**Persistence in relation to behaviours listed under level 4** • Very serious injury to someone else with intent • Sexual abuse or assault • Carrying an offensive weapon • Suppyling an illegal drug	• Permanent Exclusion • Official procedures followed. • Appropriate agencies involved.

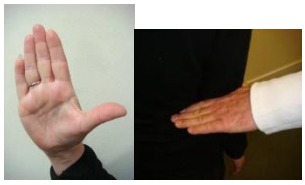
Positive Handling

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age and understanding)
- To gently direct a child
- For activity reasons (for example in drama, physical games etc)

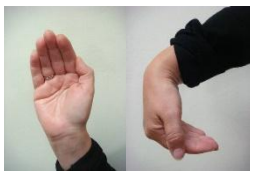
Staff agree to follow the principles of Therapeutic Provision regarding handling children in school. All physical contact with children should use either an 'open mitten' or a 'closed mitten'.

Open Mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Closed Mitten



- Flat hand
- Fingers and thumbs together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Guiding and Escorting: Sometimes it may be necessary to guide children. All staff who have completed Step On Training have been trained how to do this in a safe way without putting anyone at risk.

Touch Guidance: Staff are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this guidance to appreciate : the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why do we use touch? We may choose to hold children for a variety of reasons but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing etc.

Hugging: At Beechfield School, we use a 'Side Hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.



Hand holding – Offering an arm

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of 'Offering an arm'. This is done by the adult holding their arm out and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security, if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.



Offering an arm

- Hip in
- Head away
- Sideways stance
- Arm is offered
- Child accepts the invite
- Draw elbow in for extra security

Lap Sitting

At Beechfield School we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the 'Side Hug' or 'Offering an arm'. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

Safe Working Practice

At times, children may be in such crisis or distress that they hold you in a way that is not described as above (e.g. front on hug / lap sitting). If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this. This will be in order to record and

monitor the amount of times the child is doing this to staff to identify whether this is a ‘controlling’ behaviour, or whether the child is displaying distressed behaviour regularly.

Reasonable force: new statutory guidance around restrictive interventions, including the use of reasonable force, came into effect in schools (from 1st April 2026). It requires every use of force to be recorded the same day and parents to be informed in writing on the same day.

Please note that although we have touch guidance and believe that contingent touch can be a positive experience for the children, this does not mean you have to touch children. It should also be realised that some children will not want to be touched. Please respect this.

Parents / carers will be made aware of this policy when their child is admitted to this school. If staff have any questions or would like further discussion regarding this policy, please speak to a member of the SLT.