

Sexton's Manor Primary School

Behaviour Policy

2025-2026



This policy sets out the school's approach to promoting positive behaviour and culture and meets the requirements of the Department for Education's guidance on behaviour in schools.

This policy should be read in conjunction with the Behaviour and Culture Curriculum, the Safeguarding and Child Protection Policy, the Anti-Bullying Policy and the SEND Policy.

Sexton's Manor Primary School is committed to providing a safe, inclusive and supportive environment for all pupils. This policy reflects the school's duties under the Equality Act 2010 and the SEND Code of Practice.

Approved by: Local Governing Body

Date approved:

Review date:

Policy owner: Headteacher

Review cycle: Annual

Behaviour Policy

To be read in conjunction with the Behaviour and Culture Curriculum and the Safeguarding Policy

1. Purpose and Principles

At Sexton's Manor Primary School, we are committed to creating a calm, safe and inclusive environment where all pupils are supported to learn, belong and thrive. This policy sets out a clear, consistent and relational approach to behaviour that promotes positive conduct, emotional wellbeing and high expectations for all.

Our approach is rooted in **Therapeutic Thinking** and is aligned with current **Department for Education (DfE)** guidance. It recognises that behaviour is learned, can be taught, and develops over time within the context of relationships.

The operational detail of how behaviour is taught, modelled and reinforced is set out in the Behaviour and Culture Curriculum, which is implemented alongside this policy.

2. The Theory Behind Our Practice

Behaviour as Communication

We understand that behaviour is a form of communication. When children find it difficult to meet behavioural expectations, this may indicate unmet needs, difficulties with emotional regulation, stress, or gaps in social and emotional skills. Our response focuses on understanding *why* a behaviour is occurring and teaching pupils how to make more pro-social choices.

Therapeutic Thinking

Our practice is informed by Therapeutic Thinking principles, which emphasise:

- relationships as central to behaviour and learning
- adults providing a secure, predictable and emotionally available presence
- the belief that positive experiences lead to positive feelings, which in turn support positive behaviour

Adults take responsibility for creating the conditions in which pupils can succeed.

Co-regulation and Self-regulation

Children are supported to develop self-regulation through consistent adult co-regulation. Staff model calm, respectful behaviour and help pupils identify, understand and manage their emotions. Over time, this supports pupils to take increasing responsibility for their own behaviour.

High Expectations and Consistency

We maintain high expectations for behaviour for all pupils. Expectations are clearly defined, explicitly taught, regularly revisited and applied consistently. Predictability and routine help pupils feel safe and support positive behaviour across all areas of school life.

Inclusive and Developmental Approach

We recognise that pupils are individuals and that equality of opportunity does not always mean identical provision. Reasonable adjustments and differentiated support are used where needed, particularly for pupils with SEND or additional vulnerabilities, to ensure fairness and inclusion.

3. Promoting Positive Behaviour

Positive behaviour is actively taught, recognised and reinforced through:

- a clearly sequenced behaviour and culture curriculum
- explicit teaching of routines and expectations
- consistent adult modelling
- recognition of effort, improvement and pro-social behaviour

Recognition systems are used to encourage intrinsic motivation, reinforce positive choices and build pupils' sense of achievement and belonging.

4. Responding to Behaviour

Proactive Strategies

Most behaviour is managed at classroom level through early intervention and supportive strategies, including:

- reminders of expectations
- non-verbal cues
- redirection or distraction
- calm verbal prompts
- changes to seating or groupings
- support from another trusted adult

These strategies aim to prevent escalation and keep pupils engaged in learning.

Stepped Response

Where behaviour continues or escalates, staff follow a clear, stepped approach that may include:

- restorative or reflection conversations
- time to regulate emotions
- behaviour logs or reflection tools
- involvement of senior or pastoral staff

Consequences are applied fairly and consistently, with dignity and respect, and are always linked to learning and repair.

5. Restorative Practice

We use restorative approaches to help pupils:

- understand the impact of their behaviour
- take responsibility for their actions
- repair relationships
- learn alternative, more positive behaviours

Each new session provides a fresh start. Adults lead the process of restoring relationships and rebuilding trust.

6. Bullying

Sexton's Manor Primary School does not tolerate bullying in any form. Bullying is defined as repeated behaviour that is intended to harm, intimidate or upset another person, where there is an imbalance of power.

All reports of bullying are taken seriously, investigated promptly and recorded. Parents of pupils involved will be informed, appropriate support put in place and follow-up monitoring carried out. Further teaching may be delivered to individuals, groups or classes as required.

The school also recognises the potential impact of online and cyberbullying and addresses this through the curriculum and safeguarding procedures.

7. Prejudice, Discrimination and Harassment

The school upholds its duties under the Equality Act 2010. Discrimination, harassment or victimisation related to protected characteristics is not tolerated.

Any incidents of prejudice-based behaviour are:

- reported to the Headteacher
- recorded on My Concern
- followed up with appropriate consequences and education
- reported to the Local Governing Body

Teaching is used proactively to promote respect, understanding and positive relationships.

8. Sexual Harassment

Sexual harassment of any kind is unacceptable. The school promotes a culture where pupils feel safe to speak up and know they will be listened to and supported.

Concerns are recorded, investigated and responded to in line with safeguarding procedures. Teaching through relationships, health and sex education supports pupils to understand consent, boundaries and respectful behaviour.

9. Reasonable Adjustments and SEND

Some pupils require additional or differentiated support to meet behaviour expectations. Where needed, personalised behaviour plans and interventions are developed in collaboration with pupils, parents, the SENDCo and external professionals.

Support may include pastoral interventions, therapeutic support, school-to-school support or alternative provision where appropriate.

10. Confiscation and Prohibited Items

Staff have the authority to confiscate items where they pose a risk to safety or disrupt learning. Pupils are informed of the reason for confiscation and when the item will be returned.

Certain items, including weapons, vapes or lighters, are not permitted on site and will be returned directly to parents.

11. Use of Reasonable Force

Physical intervention is used only as a last resort, where there is a risk of harm to the pupil or others, or serious damage to property. Only trained staff may use physical intervention.

All incidents are recorded and parents informed. The school follows DfE guidance on the use of reasonable force.

12. Suspensions and Exclusions

Suspension and permanent exclusion are used only when necessary and as a last resort, in line with statutory guidance. Decisions are lawful, reasonable and proportionate.

The school works to:

- prevent exclusion wherever possible
- ensure continued education during suspension
- support successful reintegration following a suspension

13. Record Keeping and GDPR

Behaviour incidents are recorded appropriately and stored securely in line with data protection legislation and the school's retention schedule. Records are monitored to identify patterns, inform support and ensure accountability.

14. Roles and Responsibilities

- **All staff:** model positive behaviour, apply the policy consistently and build positive relationships
- **Class teachers:** lead behaviour management within their class and communicate with parents
- **SENDCo / Inclusion staff:** coordinate additional support and external involvement
- **Headteacher:** oversees implementation and ensures compliance
- **Local Governing Body:** approves, monitors and reviews the policy

15. Monitoring and Review

This policy is reviewed regularly by the Headteacher and Local Governing Body to ensure it remains effective, inclusive and compliant with statutory guidance.

Suspensions and Exclusions

Duties under the Education and Inspections Act 2006 Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- *promoting, among pupils, self-discipline, and proper regard for authority,*
- *encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,*
- *securing that the standard of behaviour of pupils is acceptable,*
- *securing that pupils complete any tasks reasonably assigned to them in connection with their education, and*
- *otherwise regulating the conduct of pupils.*

The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary

reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Reintegration after a suspension or off-site direction

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

Schools can consider a range of measures to enable the pupil's successful reintegration, which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
 - Daily contact with a designated pastoral professional in-school;
 - Use of a report card with personalised targets leading to personalised rewards;
 - Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;

- *Mentoring by a trusted adult or a local mentoring charity;*
- *Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;*
- *Informing the pupil, parents and staff of potential external support.*

(suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, Including pupil movement DfE September 2022)

Appendix B

Bullying

Sexton's Manor community work hard to build an environment in which children feel safe and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

If a child is the victim of unacceptable behaviour, or feels they are a victim of bullying and/or prejudice, their parents/carers are invited into school to discuss the measures we will put in place to ensure their child can feel safe and happy at the school.

Support and reassurance are given at that time and the situation will be carefully monitored through the staff actions. Appendix B will be completed and reviewed over a number of weeks. Parents of all involved will be contacted.

The school does not tolerate bullying or harassment of any kind. The school does not recognise banter as a friendly way of communicating and will always consider it as being used to cause offense.

If we discover that an act of bullying or intimidation has taken place, we will act immediately to reduce the risk of any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying completely, we do everything in our power to ensure that all children attend school free from fear.

We recognise that "cyberbullying" may be a concern for some of pupils. They will be given advice and support in reporting and coping with such issues and on how to keep themselves safe as part of their ongoing PHSEC and Computing curriculum.

Teachers will adapt the curriculum to deliver additional sessions on bullying and any related behaviours where concerns have been raised.

Please refer to the anti-bullying policy for detailed information.

Sexton's Manor Primary School

Bullying Incident Report Form

This Document must be completed for all allegations of bullying reported to staff from any stakeholder. If the investigation finds that it is relational conflict and not bullying please document on this form. This form when complete must be added to the CPOMS incident.

Reports to be completed by the class teacher.

Reported by:	Role:										
Date of incident/s											
Time of incident/s											
Location of incident/s											
Details of all involved and their involvement <i>P[lease include names and any other detail – gender-age-ethnic group – looked after-SEN Roles; ringleaders-outsider-reinforcer-assistant-defender-victim</i>											
Bullying incident related to : <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 2px;">RACE</td> <td style="width: 50%; padding: 2px;">APPEARANCE</td> </tr> <tr> <td style="padding: 2px;">SEND</td> <td style="padding: 2px;">HEALTH CONDITION</td> </tr> <tr> <td style="padding: 2px;">GENDER</td> <td style="padding: 2px;">RELIGION OR CULTURE</td> </tr> <tr> <td style="padding: 2px;">AGE</td> <td style="padding: 2px;">OTHER (define)</td> </tr> </table>		RACE	APPEARANCE	SEND	HEALTH CONDITION	GENDER	RELIGION OR CULTURE	AGE	OTHER (define)		
RACE	APPEARANCE										
SEND	HEALTH CONDITION										
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AGE	OTHER (define)										
Form of bullying used: <i>tick all that apply</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 2px;">PHYSICAL AGGRESSION</td> <td style="width: 50%; padding: 2px;">DAMAGING OR TAKING PERSONAL POSSESSIONS</td> </tr> <tr> <td style="padding: 2px;">DELIBERATING EXCLUDING</td> <td style="padding: 2px;">VERBAL THREATS</td> </tr> <tr> <td style="padding: 2px;">NAME CALLING/TEASING</td> <td style="padding: 2px;">SPREADING RUMOURS</td> </tr> <tr> <td style="padding: 2px;">CYBER BULLYING</td> <td style="padding: 2px;">EXTORTION</td> </tr> <tr> <td colspan="2" style="padding: 2px;">OTHER (define)</td> </tr> </table>		PHYSICAL AGGRESSION	DAMAGING OR TAKING PERSONAL POSSESSIONS	DELIBERATING EXCLUDING	VERBAL THREATS	NAME CALLING/TEASING	SPREADING RUMOURS	CYBER BULLYING	EXTORTION	OTHER (define)	
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CYBER BULLYING	EXTORTION										
OTHER (define)											

Frequency and duration of bullying behaviour
State how long and how persistent this behaviour has been.

ONCE OR TWICE

SEVERAL TIMES

PERSISTING OVER TWO MONTHS

PERSISTING OVER A YEAR

Any previous behaviours or incidents which may be related or historical relevant information

Checklist;
Tick as appropriate

Do incidents involve the same children?

Have parents of victim been informed?

Have parents of ring leader been informed?

Have you spoken to all individuals?

Have you held a group discussion?

Have you under taken any work in class to follow up? PHSE/Circle time/ restorative justice/anti bullying

Has an action plan been agreed with the victim?

Has an action plan been agreed with the ring leader?

Add any notes to this document.

Have you informed MDSAs/Phase leader/Head teacher

Other actions

Please tick or comment as necessary;

Medical treatment required

Police involvement needed

Referral needed to outside agencies

Other

Detail actions agreed for each party

Follow up update within two weeks

Date agreed

Notes of follow up meeting with child

Notes of follow up discussion with parents

Follow up meeting week four

Date agreed

Actions agreed

Document completed by

Role

Date

**HT signed
Date**

Any further actions agreed?

Has this reduced/stopped incidents?

Monitoring agreed

Appendix C

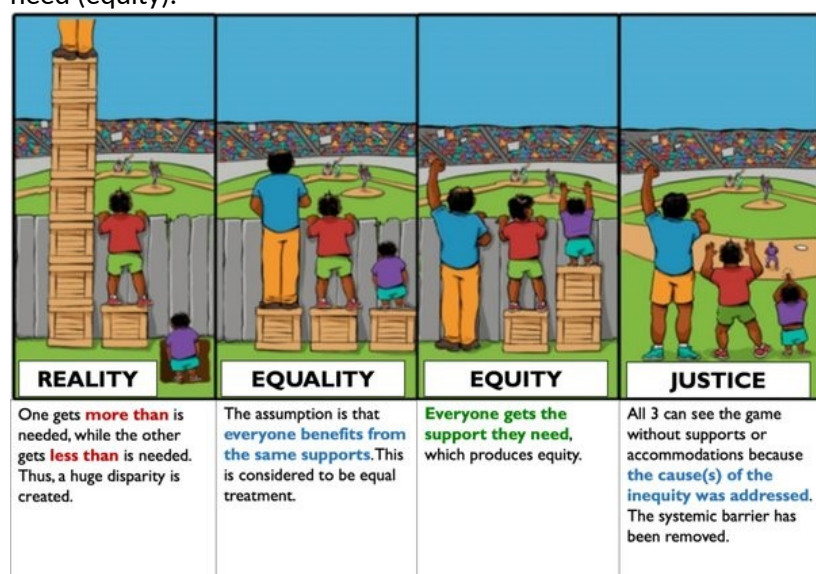
Prejudice and harassment involving any protected characteristic

Duties under the Equality Act 2010 and Children and Families Act 2014

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice, which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Equality of opportunity is not the same as equality of provision Children are individuals. Our aim is always to allow equality of opportunity and to achieve this, we understand that provision will vary. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



This policy aims to provide as much guidance and information as it can but there will be a whole range of personal plans and individualised provision in place in the school at any time. This support has to be flexible to support the children effectively; it would not be possible to outline everything here.

Where prejudice is reported or witnessed by staff

- This will immediately be reported to the head teacher and followed up with a report on My Concern.

- Parents of the victim and perpetrator will be contacted.
- Each situation will be dealt with according to facts obtained. Where there has been intent to harm, the normal consequences will be followed.
- In all cases further teaching will be delivered to understand the consequences of prejudicial language. This may be to an individual, small group or the whole class.
- Cases of prejudice will be reported to the Local Governing Body.

Links to Key documents and DfE

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff,

Behaviour in schools: advice for headteachers and school staff 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

<https://www.gov.uk/government/publications/school-exclusion#:~:text=Schools%20and%20colleges%20must%20continue,headteachers>

Use of reasonable force in schools

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Supporting pupils with medical conditions at school

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

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>