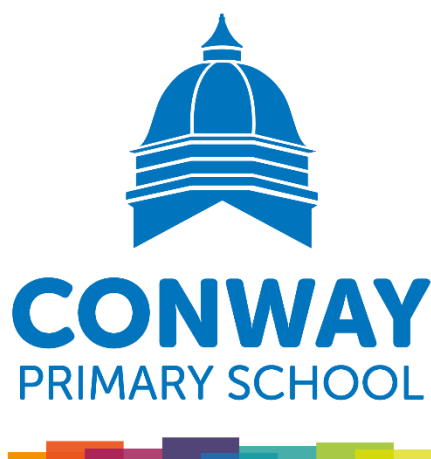




Behaviour Policy

A policy for all stakeholders

January 2026

Responsibility for this policy:	Martha Vercauteren Deputy Headteacher - Inclusion
Responsibility for monitoring/evaluation:	Head of School
Date of next review:	September 2027
Links to other policies:	Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy, SEND Policy

At Conway Primary School, we believe that one of our most important responsibilities is working in partnership with parents to equip children with the skills, values and moral purpose to become optimistic and responsible citizens who can contribute positively to society and life in modern Britain. At the core of this is the ability to make the right choices. It is this belief that underpins our behaviour policy.

Our values have been written in consultation with staff, pupils and the wider community. We believe that by fostering Ambition, Resilience and Respect we can prepare pupils for the wider world as conscientious and responsible citizens.

Ambition – we know what we want from the future and we are determined to get there.

Resilience – we learn from our mistakes and we keep trying.

Respect – we treat others as we want to be treated.

Aims

This policy aims to:

- Establish a whole-school approach to maintaining consistent, high standards of behaviour that reflect the values of the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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 sanction

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association and is in line with Create Partnership Trust's Behaviour management- Trust principles (Appendix 1)

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (for more details, see the antibullying policy)
- Sexual harassment or assault; including physical, verbal and online behaviour.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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.

Responsibilities and expectations

The Board of Trustees –

Are responsible for monitoring this behaviour policy's effectiveness and holding the Head teacher to account for its implementation.

The Head Teacher-

The Head Teacher is responsible for-

- implementing the school's Behaviour Policy consistently throughout the school.
- Reporting to the governors, when requested, on the effectiveness of the policy.
- Ensuring the health, safety and welfare of all children in the school.
- Supporting the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.

- Keeping records of all reported serious incidents of behaviour.
- Giving a suspension (formerly known as a fixed term exclusion) to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child

The Senior Leadership Team –

The Senior Leadership Team are responsible for

- Taking time to welcome learners and their families at the start of the day.
- Being a visible presence around the school, particularly at busy transition times.
- Regularly sharing good practice.
- Regularly celebrating staff and children whose efforts go above and beyond expectations.
- Encouraging the use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensuring staff training needs are identified and met.
- Using behaviour data to target and assess interventions.
- Supporting teachers in managing children with more complex or distressed behaviours.

Staff -

Staff are responsible for:

- Taking time to welcome children at the start of the day and each session
- Connecting with pupils before they correct them
- Always addressing children who are struggling to meet expectations
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
 - Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Recording behaviour incidents

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

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- To learn to the best of their abilities and allow others to do the same. Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- To co-operate with other children and adults.
- To take a pride in themselves, their class and their school.
- Accept sanctions when given
- To take responsibility for their actions and make amends for any inappropriate choices they may make.
- Report any incidents of bullying.

School Rules

All pupils will be taught the importance of complying with the school rules. These will be explained to pupils and consistently modelled by all adults.

Ambition	Resilience	Respect
Give 100% effort	Learn from our mistakes	Do as we are asked
Challenge ourselves	Recognise our skills	Speak kindly and respectfully to each other
Take pride in our work	Never give up	Look after everything
Be responsible for your own learning	Be honest with yourself	Use our manners

In addition to the above there may be rules related to a particular subject or area of the school, which are primarily designed for safety. Rules related to a specific area of the school will be displayed in that area.

If the ongoing behaviour of a pupil is causing concern, then this will be reported via CPOMS alerting SLT and the inclusion team who will consider whether further intervention should be put in place. This can happen by a variety of means such as coaching for staff, mentoring, etc. If this happens, this will be fully discussed with staff, pupils and parents.

Suspension

In very rare cases, it may be necessary to exclude a pupil. This decision will be made by the Headteacher, or in his absence, a nominated senior member of staff.

Fixed-term exclusions may be issued when:

- A child is violent towards another child or a member of staff
- A child is disrespectful to a member of staff - this includes swearing at staff.
- Any behaviour which brings disorder to the academy or which puts the child or others at risk.
- Any behaviour which prevents the learning of others.
- Repeated defiance.
- A dangerous weapon is brought onto the premises.
- In the event of racist or a homophobic act.

School is mindful of the duties with regard to Peer on Peer abuse set out in 'Keeping Children Safe in Education', September 2025. No form of peer on peer abuse, whether it is of a physical, sexual or

cyberbullying nature will be tolerated and may result in exclusion. If deemed necessary, a fixed term exclusion may result in, or be extended to a permanent exclusion. In cases in which a child's behaviour escalates quickly, or the severity of the behaviour is deemed high, the Head Teacher, may take the decision to issue a fixed term or permanent exclusion without moving through the previous steps laid out in this policy.

Careful arrangements will be made to ensure that any child returning to school after a fixed term exclusion is helped to make the right choices. The parents of the excluded child should attend a reintegration meeting prior to the child returning to school as part of this process. If the child's behaviour continues to impact negatively on the lives and learning of the staff and children, then a permanent exclusion will be considered.

Further information on fixed term exclusions can be found on the following link:

<https://www.gov.uk/government/publications/school-exclusion>

Use of reasonable force

The academy reserves the right to use reasonable force to help prevent a child from hurting themselves or others, from damaging property, from causing disorder, or in circumstances where a child is refusing to follow reasonable instructions made by an adult.

Teachers and PSA's at Conway Primary School are trained in Team Teach. Any new members of staff will receive Team Teach training as soon as it is reasonably possible.

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

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Online behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

APPENDIX 1: Behaviour Management Process, Rewards and Sanctions

Agreed Strategies and Language to Ensure Consistency and Clarity:

School staff have agreed to adopt the following strategies:

- ✓ To gain pupils attention (a group or class): *Show me STAR. Thank you.*
- ✓ Engage attention before communication – *Use the child's name before giving an instruction.*
- ✓ Instructions for lining up: *line order, one behind the other. Thank you.*
- ✓ Allow processing time.
- ✓ Holding messages – *step by step instructions.*
- ✓ Setting clear expectations for noise levels: *silent voice; partner voice; table voice; presentation voice. It is a silent voice activity...I need you to use a table voice. Thank you.*
- ✓ Avoid negatives and state what you want. *Walk, rather than don't run.*
- ✓ Restrict choices, leaving the desired choice until last.
- ✓ Praise the effect not the outcome and link this to our Values.

Praise and Rewards

Encouraging Right Choices

Staff will provide ongoing encouragement and model how to make right choices and act in accordance with the school values at every opportunity throughout the school day. Staff will devise strategies for encouraging behaviours which are age appropriate and in line with the children's understanding and interests. This may include, verbal praise, written praise, house points the use of stickers, sharing good news with parents, carers or other staff and a mention in the newsletter etc.

Formal Rewards

In addition to the above, the following acknowledgements will also be made:

- ✓ Celebration Awards – selecting one child from the class who has demonstrated one of our values. This child receives a certificate and is featured in the parent's newsletter.
- ✓ The House with the most points each week will be presented with the house cup. At the end of each term, the winning house will have a reward afternoon chosen by the heads of houses.
- ✓ The individual winning child from each house in each class will be rewarded with a certificate in class.
- ✓ Attendance Award- Children with 98%+ each week will be entered into a raffle, 1 child from yr1,2,3 and 1 child from 4,5,6 will be chosen to win a token for the vending machine.
- ✓ Attendance League- Games will be played with one class against another – the winner will be the class

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied. It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Observed Behaviour	Consequence	Restorative Action
• Behave in an orderly and self-controlled way • Show respect to members of staff and each other • To learn to the best of their abilities and allow others to do the same. • Move quietly around the school • Treat the school buildings and school property with respect • Wear the correct uniform at all times • To co-operate with other children and adults. • To take a pride in themselves, their class and their school. • Accept sanctions when given • To take responsibility for their actions and make amends for any inappropriate choices they may make. • Report any incidents of bullying. • Reading at home • Coming to school every day possible • Completing homework	Dojo points awarded. Certificate in assembly Mention in the newsletter Stickers Phone call home Work displayed in SLT office Dojo Master certificate Attendance rewards	
Disruptive Behaviour during lesson • Talking at inappropriate times during learning • Out of seat at inappropriate times • Disrespect to teacher/peers	Class Teacher responsibility Lesson Time incident: 1. Reminder of school rules 2. Move to different table 3. 3 strikes and OUT – send to buddy class for 15 minutes (with work to complete). 4. Record on CPOMS; alert PL Lunch/Break/Playground incident: 1. Reminder of school rules 2. Removal from playground (send to First Aid station)	• Clean slate
Disruptive Behaviour during break/lunch/unstructured time • Not listening to instructions • Out of line order		
Continuous disruptive behaviour • When 'yellow' behaviours are not corrected through applied sanctions • Defiance • Disrespect – name calling, 'roasting' • Throwing • Unsafe use of play equipment	Phase Leader responsibility Lesson Time incident: 1. Send to PL for timeout (CT to provide work to complete) 2. PL meeting with parents; record on CPOMS 3. Report card (2 weeks) Lunch/Break/Playground incident: 1. Time off playground (one day, break + lunch) with senior leader 2. PL meeting with parents; record on CPOMS 3. Report card (2 weeks)	• Enforced access to indoor provision for one week • PL to review report card to monitor patterns of behaviour • CT to refer for pastoral support

Serious Behaviour Breach • When 'orange' behaviours are not corrected through applied sanctions	Leadership Group responsibility 1. Suspension – length of time and status (internal or external) tbc by HT/DHT 2. LG meeting with parents with follow-up letter to parents 3. Recorded on CPOMS	• Reintegration meeting • 3 Houses completed
• Abuse related to protected characteristics (age, race, gender, religion, sexual orientation) • Offsite behaviours which bring the school into disrepute • Bullying, including online • Intentional damage to property • Intentional Lying • Physical violence • Possession of prohibited items • Sexualised Language • Spitting • Swearing • Theft		

It is important that class teachers are responsible for the behaviour in their class before escalating to LG. Behaviour incidents should not be passed to the Pastoral Team

Serious Behaviour Incidents

The following incidents must be referred to a senior leader as soon as possible, and always on the day of the incident.

- Racial, sexual, homophobic or discriminatory harassment
- Bullying (refer to the Anti-Bullying Policy)
- Intentional damage to property
- Fighting
- Swearing
- Theft
- Possession of any prohibited items.

Incidents will be recorded on the school system: CPOMS. Staff will contact the parents of all pupils concerned and outline the actions taken and any further actions needed.

Buddy Classes

In line with our behaviour policy, children who are sent to a buddy class will have work provided by the teacher. They must be 'delivered' by a sensible child from the class. Children should stay with their buddy class for a period of 15 minutes, after which a sensible child will come to collect. **It is the child's class teacher's responsibility to ensure the safe delivery and collection of the child.**

Buddy Class	
1D	2R
1H	2K
3R	RS
3S	RSA
5J	4HK
5S	4N
6A	6H

Reintegration Meeting after Fixed Term Exclusion

Date of meeting:					
Attendees:					
Pupil details:					
Name:		DOB:			
Address:					
Parent contact details:					
Year/Class:		Teacher:			
Details of exclusion:					
Date of exclusion:		Date of return:		Total days excluded:	
Reason for exclusion:					
Review of current attendance:					
Number of days absent:		Attendance (%):			
Review of academic progress:					
Subject	Target grade	Current grade	Comments		
Targets for behaviour and learning					
Dojo percentage:					
Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this?	Timescale/review date	
Additional comments or actions:					
Pupil's comments:	Parent/guardian's comments:		School's comments:		
Signed (pupil)	Signed (parent/guardian)		Signed (school)		

Conway Primary School Home-School Agreement

	School Commitment	Home Commitment	Pupil Commitment
Quality of Education: Pupils deserve the highest possible standard of teaching and support to enable them to learn	All pupils will be taught English and mathematics to ensure mastery of basic skills. We will provide an enriched curriculum which challenges and motivates all pupils. We will use regular assessment to track pupil progress and share with parents.	As a parent I will take an interest in what my child is learning. I will support the school's philosophy of high expectations for all. I will participate, where possible, in off-site visits and in-school activities.	I will come to school ready to learn. I will join in with all lessons and work hard in every lesson. I will complete homework by deadlines set
Attendance: Pupils have the right to education and parents have a legal responsibility to make sure children attend regularly	As a school we will contact parents on the first day of absence. We will contact parents of children who regularly arrive late for school. We will use Fast-Track to take parents to court if a pupil regularly fails to attend school. We will not authorise any time off school for holidays.	I will make every effort to ensure that my child attends school every day and on time. I will inform the school as soon as possible about any absence and the reason for it. I will not take holidays in term time. I will not arrange doctor or dentist appointments during school time.	I will attend school every day and arrive on time.
Behaviour and attitude: Pupils learn best in an orderly environment where everyone knows what is expected of them	At Conway primary School we have a code of behaviour which creates a safe and caring environment for everyone. All staff, pupils and parents know what behaviour is expected. The code of behaviour is consistently implemented with rewards and sanctions. Staff and pupils have a positive attitude to learning and caring.	I will give praise at home for good behaviour and attitude at school. I will work with the school to find solutions in cases of unacceptable behaviour. I will be open with the school and support decisions made when working to find solutions. I will ensure that my own behaviour is exemplary in school.	I will follow school and class rules. I will have a positive attitude to learning and school and always do my best.
Restorative Justice: Pupils learn to be accountable for their actions and understand how this impacts others.	We will equip children with the knowledge and skills to be able to resolve peer conflict.	I will encourage my child to discuss how they are feeling and any worries they might have.	I will try to understand my actions impact on others and take ownership when putting things right.

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Home Learning: Learning at home has an important part to play in helping pupils to achieve	Conway Primary School will keep parents informed about the home learning schedule. We will provide suitable materials and advice on home based learning and how to help, including workshops in school.	I will encourage my child to complete their home learning – but I won't do it for them! I will encourage my child to read aloud every day and sign their reading diary. I will practise times tables with my child every day.	I will complete all homework that my teacher has given me. I will read every day and get my reading diary signed. I will practise my times tables every day.
Communication: Good communication between home and school is essential to make sure that pupils get the support they need	The school will be open and welcoming at all times and involve parents in school life. The school may direct parents to the most appropriate adult to deal with concerns. The school will share information about progress, behaviour and general school life with parents regularly. The class teacher will share information regularly about what the children are learning. The school will discuss child's targets with parents. The school will listen to concerns of parents and try to help.	I will share any information with the school that I feel may affect my child's learning or behaviour. I will attend parent evenings/workshops /events. I will raise concerns promptly and directly with the school.	I will take letters home and share them with an adult. I will talk to teachers and parents about any worries I have.
Preparation: Being prepared for learning is essential for effective learning and is an essential life skill	All staff will ensure that all lessons are planned with the children in mind. The class teacher will have the materials and resources ready for every lesson to ensure rich learning can take place.	I will make sure my child wears the correct uniform every day. (See uniform policy on website.) I will make sure my child has the necessary equipment to participate in all lessons.	I will wear the correct uniform. I will wear the correct PE kit on PE days. I will have my reading and library book in school every day. I will bring any necessary equipment to school.
Signed by:	School	Parent/ Carer	Pupil

