Behaviour Policy

"I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit."

John 15:5

Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Statement of Principles

Our Behaviour Policy helps us to create a positive atmosphere in the school based on a sense of community and shared Christian Values that underpin the ethos and mission statement of our school. We have the highest standards and expectations, fostering positive, motivated attitudes to learning and mutual respect, understanding and celebrating the differences of one another. We want to make our school the best it can be, by being the best we can be. At Scotforth St Paul's Church of England Primary and Nursery School, we reward those who make good behaviour choices as well as having consequences for those who choose to break the agreed code of behaviour. We have fair rules, based on being **ready**, being **respectful** and being **safe**, that are discussed and defined in each class, and we believe everyone has a collective responsibility to make sure people keep them. When responding to behaviour, the school will always consider the **intent behind the action**, particularly whether there was **intent to harm**, **hurt**, **intimidate or threaten**, as this is fundamental in determining the level and nature of consequences.

Aims

The aims of this policy are to:

- Establish a calm, caring and happy atmosphere in school
- Nurture a sense of self-discipline so that each child learns to accept responsibility for themselves and their conduct
- Have a consistent approach to behaviour throughout the school with full parental co-operation and involvement.
- Ensure the safety of each individual in school
- Raise academic and personal achievement

Section 1: Expectations

School Ethos

We believe that an effective school is one where a positive atmosphere is based on shared values and principles and good relationships. We have high expectations of behaviour which lead to high standards of work and presentation. We take a positive approach to behaviour management and recognise that in order to promote excellent behaviour and attitudes to learning, children need to be listened to, understood and respected. We exercise Restorative Practice where we encourage children to talk to each other about disagreements and come to a mutual agreement where forgiveness and understanding can be reached. The promotion of positive behaviour permeates throughout the school, in lessons, worship and communication. We celebrate good behaviour as a whole school, supporting one another's achievements in Celebration Worship and encouraging our children to feel proud of themselves and one another. We believe that a well-planned curriculum, matched to the abilities and interests of our children, set in an environment which is both engaging and inspirational, promotes a good attitude to learning, consequently giving way to good behaviour. All staff at Scotforth St Paul's are committed to providing this.

Code of Behaviour

Based on the three school rules, be ready, be respectful and be safe, each class will draw up a Code of Behaviour (class rules), that all members of the class agree on. This code focuses on creating a positive learning environment and will be displayed as a reminder of the expectations for behaviour.

As a school, we value:

- Hard work and dedication
- Co-operation
- Being truthful
- Respecting the rights and property of others
- Being kind and helpful
- Courtesy and manners
- Self-discipline
- Facing up to the consequences of our actions

We will not accept:

- Rudeness and inappropriate language
- Bullying
- Dishonesty
- Name-calling
- Answering back
- Disrespecting property
- Violence
- Discrimination or prejudice in any way

Expectations of the School Community

All stakeholders of the school have a responsibility to uphold the Behaviour Policy. It is the expectation of all staff, volunteers and governors to:

- Lead by example
- Be consistent in dealing with children
- Be a role model
- Uphold the Christian Values that underpin our school
- Have high expectations of the children
- Meet the educational, social and emotional needs of the children through a well-designed curriculum and inspirational environment
- Encourage regular communication between home and school

It is the expectation of children to:

- Respect, support and care for each other in both the school and the wider community
- Listen to adults, each other and follow the classroom rules
- Follow instruction first time
- Treat all members of staff with a high level of respect
- Take responsibility for their own actions and behaviour
- Be tolerant of others, irrespective of race, gender, sexuality, religion or age

It is the expectation of parents and carers to:

- Be aware of and support the school's values, expectations and actions
- Ensure their children attend school regularly
- Communicate with school
- Take an interest in their child's education and support in any way they can
- Support their child in adhering to the pupil code of conduct and uphold the Home-School Agreement
- Inform the school of any change in circumstances that might impact the child's behaviour
- Discuss any behavioural concerns with the class teachers promptly

Section 2: Managing Behaviour

Before any consequences take place, the teacher will have made a deliberate effort to use many strategies that promote positive behaviour, such as:

- Providing many opportunities for children to achieve success, at whatever ability
- Actively spotting children making good choices
- Phrasing instructions carefully to avoid misinterpretation
- Making rewards visual and valued
- Having a consistent approach to rules in and out of the classroom
- Offering clear choices for behaviour to ensure children know how to correct their actions

When determining appropriate consequences, staff will consider the age, understanding and individual needs of the child, alongside the intent of the behaviour. Behaviour that is accidental, impulsive or developmentally appropriate will be responded to differently from behaviour that is deliberate, planned or intended to cause harm or distress.

Behaviour and Safeguarding

Behaviour can be a safeguarding concern. Staff should be alert to the possibility that behaviour may indicate that a child is experiencing, or is at risk of, harm. Concerns about child-on-child abuse,

sexual harassment, sexual violence, harmful sexual behaviour or other safeguarding concerns must be reported in accordance with the school's Child Protection and Safeguarding Policy.

All good systems start with praise; if a child challenges the agreed rules or goes against instructions, then they are reminded of the good behaviour of those around them. We recognise that some children have different needs or may have specific learning difficulties and take this into consideration when communicating the code of behaviour with them.

In all matters of behaviour, both positive and negative, we will strive to remain in open communication with parents. Class teachers will seek opportunities to discuss any growing concerns about an individual's behaviour with parents, just as parents will also be welcome to discuss any concerns with them.

Rewards

At Scotforth St Paul's, we actively look for opportunities to recognise and celebrate children who make positive behaviour choices and contribute positively to our school community. Praise and positive reinforcement are central to our approach.

ClassDojo is used throughout school as a consistent way of recognising positive behaviour, effort and attitudes to learning. Children may be awarded Dojo points for demonstrating our three school rules – Be Ready, Be Respectful and Be Safe – as well as for demonstrating our Christian Values and going above and beyond what is expected.

Dojo points are intended to recognise and reinforce positive choices rather than simply reward children with prizes. Children's achievements are celebrated in a variety of ways across school, including verbal praise, class recognition, Celebration Worship, Values Awards and recognition from the Headteacher.

Consequences

The severity of consequences will be proportionate and will take into account:

- Whether the behaviour was **intentional** or **accidental**
- Whether there was **intent to harm**, **hurt or intimidate**
- The impact on others
- Any previous patterns of behaviour

Intent to harm or hurt will result in **more serious consequences**, even where the incident appears minor in isolation.

Staged Consequences

At any point, children are given the opportunity to make the right choice, correct their behaviour and return to a positive footing. Following the use of praise and positive reinforcement, staff may use a sequence of staged consequences to make clear when behaviour needs to change.

1. Reminder
A clear, calm reminder of the expected behaviour, linked to our school rules: **Be Ready, Be Respectful and Be Safe**. Children will be given the opportunity to make a positive choice and correct their behaviour.

2. Warning
If the behaviour continues, the child will be given a clear warning and reminded of the expected behaviour and the consequence of continuing to make the wrong choice.

3. Consequence / Reflection
If the behaviour continues, an appropriate and proportionate consequence will be given. This may include moving to another place within the classroom, completing missed work during part of a playtime or lunchtime, or spending a short period reflecting on their behaviour. Where appropriate, restorative discussion will help the child understand the impact of their behaviour and how they can put things right.

4. Further Intervention
Where behaviour continues despite these steps, the child may be asked to work away from the classroom for a limited period with appropriate supervision. The class teacher may seek support from a senior member of staff and parents/carers may be informed.

The staged approach is intended to provide consistency while allowing staff to exercise professional judgement. It may not be appropriate to follow each stage in every circumstance. Serious incidents, including behaviour which presents a risk of harm to the child or others, may require immediate intervention by a senior member of staff and may result in more serious consequences.

Recording and Communication

Where behaviour is persistent, serious or causing concern, parents/carers will be informed and appropriate support or targets for improvement may be agreed. Serious incidents and patterns of concerning behaviour will be recorded on CPOMS. Staff will seek to understand any underlying factors contributing to the behaviour and identify appropriate support.

Foundation Stage

We appreciate that in the Early Years, consequences need to be more immediate in order for young children to recognise their negative behaviour choices. Children are given a reminder first – if their behaviour continues they are given 'time-out' in an area of the classroom away from where they have been playing. They are not sent out or to another classroom as we recognise this could potentially be distressing for them. If their behaviour is impacting the class negatively, they will be brought to the Headteacher. Records will be kept accordingly and parents will be contacted.

Further Action

In deciding whether to move beyond staged consequences, the Headteacher will give particular weight to repeated behaviours involving intent to harm, as well as any escalation in severity or impact on the safety and wellbeing of others.

Where other behaviour strategies have not been successful, or where an incident is sufficiently serious, a pupil may be removed from the classroom for a limited period. Removal from the classroom is considered a serious sanction and will only be used when necessary and proportionate.

During a period of removal, the pupil will be appropriately supervised and will continue to receive meaningful education. The length and nature of the removal will be determined according to the circumstances of the incident and the individual needs of the pupil.

Parents or carers will be informed where a pupil has been removed from the classroom as a serious disciplinary measure. The incident and action taken will be recorded appropriately.

Where serious or persistent behaviour continues despite appropriate support and intervention, the Headteacher may consider suspension in accordance with the school's Behaviour Policy and current Department for Education guidance.

In the event of a serious incident, the Headteacher has the discretion to respond outside the usual staged procedure where this is necessary to maintain the safety and wellbeing of the school community.

Serious Incidents

Some incidents may be sufficiently serious to require immediate involvement from the Headteacher or another senior member of staff without progressing through the usual staged consequences. This may include behaviour which presents a significant risk to the safety or wellbeing of the child or others, intentional physical violence, attempts to leave the school premises without permission, or behaviour involving a clear intent to harm. The response will be proportionate to the circumstances and will take account of the child's individual needs, the level of risk, intent and impact on others. Parents/carers will be informed as appropriate.

Behaviour Support Plans

Behaviour Support Plans may be used as a means to help support the child to make positive behaviour choices. It may be necessary to involve the SENCO or outside agencies to support this. If this is the case, various strategies may be used e.g.

- Identify objectives and address one target at a time
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours
- Emphasise teaching the child alternative positive behaviours
- Clarify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc.
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour
- Include a timetable for review of progress
- Should be applied consistently – all members of staff, supply teachers and parents aware. School should also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment should be considered.

Suspension and Permanent Exclusion

The Headteacher may decide to suspend or permanently exclude a pupil in accordance with the school's Behaviour Policy and the Department for Education's statutory guidance on suspension and permanent exclusion. Any decision will take account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents and carers have the right to make representations to the governing board about a suspension or permanent exclusion. The governing board will consider and, where required, review the Headteacher's decision in accordance with statutory guidance.

Where a pupil has been permanently excluded and the governing board decides not to reinstate them, parents and carers have the right to request that the decision is reviewed by an Independent Review Panel.

During the first five school days of a suspension or permanent exclusion, the school will take reasonable steps to set and mark appropriate work for the pupil. Where a suspension is for more than five school days, suitable full-time education will be arranged for a pupil of compulsory school age from the sixth school day of the suspension. Following a permanent exclusion, the local authority is responsible for arranging suitable full-time education for a pupil of compulsory school age from the sixth school day.

All suspensions and permanent exclusions will be carried out in accordance with current Department for Education statutory guidance.

Special Educational Needs

There may be occasions when a child with specific emotional / behavioural needs requires that the procedures above are amended to meet their specific needs. This will be done in consultation between the class teacher, SENCO / Headteacher. The child will be involved in the process and understand the rules / systems specifically in place for them. The child's age and maturity will determine the procedures used. While the school recognises that some behaviours may be linked to unmet needs, consequences will still reflect the **level of intent to harm**, with additional support put in place to help the child develop safer and more appropriate behaviours.

Anti-Bullying Strategy

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.

Central to the school's definition of bullying is the presence of **deliberate intent to hurt, frighten, upset or intimidate** another individual, whether physically, emotionally or psychologically.

Types of Bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual materials, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching

Direct or indirect	Name calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

This policy is aimed at making Scotforth St Paul's a safe and happy place to work and play. Bullying in any form, by anyone, will not be tolerated at Scotforth St Paul's Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies. Our online safety policies sets out clear guidelines for dealing with instances of cyber bullying.

Our procedures take the following form:

- Children informing school – either verbally or through worry boxes
- Parents to inform school of concerns
- Headteacher to be informed of any concerns
- Concern to be highlighted to all staff
- Situation monitored and feedback given to parent
- Headteacher to speak to individuals concerned, reminding the aggressor of the school behaviour policy and that they must adhere to codes of conduct.
- If no improvement is seen, then more serious consequences may be enforced, according to the Behaviour Policy.

Child-on-child Abuse

We recognise that although bullying is not a one-off incident, the types of behaviour (detailed in the table above) can lead to one-off incidents that are so severe that they would be considered to be child-on-child abuse. Children can be of any age, whether victim or perpetrator. Such incidents will be dealt with in line with our safeguarding procedures and Keeping Children Safe in Education 2026. Incidents involving clear intent to harm, even if occurring only once, may meet the threshold for child-on-child abuse and will be managed in line with safeguarding procedures.

Section 3: Guidelines and Statutory Regulations

The Equality Act 2010:

Requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a child or potential child in relation to admissions, the way it provides education for

children, provision of child access to any benefit, facility or service, or by excluding a child or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Preventing Radicalisation

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2026)
- Prevent Duty Guidance
- Working Together to Safeguard Children

Suspension and Permanent Exclusion

Department for Education (2026), Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026).

Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of children: supplementary information (DfE 2014)

Searching, Screening and Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from children:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
    a. Knives and weapons
    b. Alcohol
    c. Illegal drugs
    d. Stolen items
    e. Tobacco and cigarette papers
    f. Pornographic images
    g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
    h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Restrictive Interventions and the Use of Reasonable Force

Staff have a legal power to use reasonable force in certain circumstances, for example to prevent a pupil from hurting themselves or others, causing serious damage to property or causing disorder. Any use of force must be reasonable, necessary and proportionate to the circumstances and should be used for the minimum amount of time necessary.

The school is committed to minimising the need for restrictive interventions through positive relationships, appropriate support, prevention and de-escalation. Staff should consider the individual circumstances and needs of the pupil, including any special educational needs and disabilities (SEND), medical conditions or other vulnerabilities.

Where reasonable force is necessary, staff should act in a way that safeguards the pupil and others and, as far as possible, maintains the pupil's dignity.

Significant incidents involving the use of force will be recorded and reported to parents or carers in accordance with statutory requirements. Incidents involving seclusion will also be recorded and reported in accordance with current statutory requirements.

The school will follow the Department for Education's *Restrictive interventions, including the use of reasonable force, in schools* guidance (effective from 1 April 2026).

Roles and Responsibilities

The governing body is responsible for setting general principles that inform the Behaviour Policy. The governing body must consult the Headteacher, school staff, parents and children when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination. A Discipline Committee is kept informed of any significant behavioural issues.

Headteachers are responsible for developing the Behaviour Policy in the context of this framework. They must decide the standard of behaviour expected of children at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The Behaviour Policy must include measures to prevent all forms of bullying among children. Headteachers must publicise the school Behaviour Policy, in writing, to staff, parents and children at least once a year. Teachers, teaching assistants and other paid staff with responsibility for children have the power to discipline children whose behaviour is

unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. The school's Home-School Agreement supports a shared understanding between school, pupils and parents/carers of expectations relating to behaviour, attendance and learning.

Parents and carers have an important role in supporting the school's behaviour expectations. They are responsible for ensuring that their child attends school regularly and punctually and are expected to work in partnership with the school to promote positive behaviour.

Where a pupil is suspended or permanently excluded, parents and carers are expected to fulfil their responsibilities in accordance with current statutory guidance. The school will communicate clearly with parents and carers about the arrangements during a suspension and will support the pupil's successful reintegration into school following a suspension.

Complaints Procedure

From time to time parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the School, the conduct of the Headteacher, an individual member of staff, the Governing Body or an individual governor. The School will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the School will ensure that they are dealt with effectively and with fairness to all parties. In dealing with your complaint:

- we will deal with your complaint honestly and politely and in confidence;
- it will be looked into thoroughly, fairly and as quickly as possible;
- we will keep you up-to-date with what we are doing;
- we will apologise if we make a mistake; and
- we will tell you what we are doing to put things right.
- An overview of the School's complaints process can be viewed on the school's website or can be obtained from school.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline children for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate children's behaviour in these circumstances 'to such an extent as is reasonable.' The school's Behaviour/Anti-Bullying Policies will apply in response to all non-criminal bad behaviour and bullying, including cyberbullying, which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on children. Subject to the policy, the teacher may discipline for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school or wearing the school uniform or in some other way identifiable as a child at the school

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school

- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school.

Related Policies

This policy should be read in conjunction with the following documents:

- Preventing Radicalisation Policy
- Acceptable Use (ICT) Policy
- Child Protection Policy
- Single Equalities Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Home-School Agreement
- Global Awareness Policy
- Whistle-blowing Policy
- Valuing all God's Children 2014 (Guidance for C of E Schools on Homophobic Bullying

Monitoring

The Headteacher and Governing Body will monitor the policy and evaluate its impact on our School and its community. The policy will be reviewed annually.

Approved by:	Curriculum Committee **Date:** 13.10.26
Last reviewed on:	25th February 2026
Next review due by:	September 2027
Changes	
1st Sept 2026	Pg 3 – 'Safeguarding & Behaviour' paragraph added Pg 4 – 'Rewards' section updated to include use of Class Dojo 'Staged Consequences' section revised for clarity. Pg 5 – 'Further Action' section updated to provide clarity around the use of removal from the classroom as a serious disciplinary measure. 'Visits to the Head Teacher' replaced with 'Serious Incidents' Pg 6 – 'Suspension and Permanent Exclusion' section updated to reflect the DfE Suspension and Permanent Exclusion statutory guidance (2026) Pg 7 – KCSIE changed from 2023 to 2026 Pg 8 – KCSIE changed from 2015 to 2026 Pg 10 – 'Roles and Responsibilities' section updated to clarify the responsibilities of the school, parents and carers, and to reflect current terminology and statutory guidance relating to suspension and permanent exclusion. 'Restrictive Interventions and the Use of Reasonable Force' section updated to reflect new DfE guidance effective from April 2026. Whole document - Terminology updated throughout the policy, replacing 'fixed-term exclusion' with the current term 'suspension', in line with DfE guidance.
25th Feb 2026	Pg 2 – sentence explaining intent Pg 3 – intent included in managing behavior section Pg 4 – inclusion of intent consequences & in Visits to Head Teacher Pg 5 – Further action & SEND sections inclusion about intent Pg 6 – further description of intent in Anti-bullying Strategy section Pg 7 – child-on-child abuse section updated
16th June 2025	Pg 4 – removed bronze, silver and gold awards Pg 4 – added consequence – finishing work at playtimes Pg 8 – fine changed to £80 and £160
1st May 2024	Pg 6 – KCSiE 2023 Pg 9 - Added "The policy will be reviewed annually."