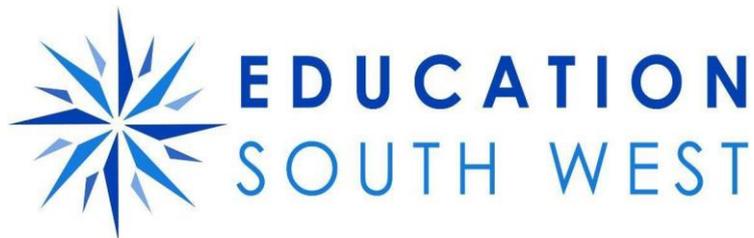




Behaviour and Attitudes Policy

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Education South West (ESW) Behaviour and Culture Policy

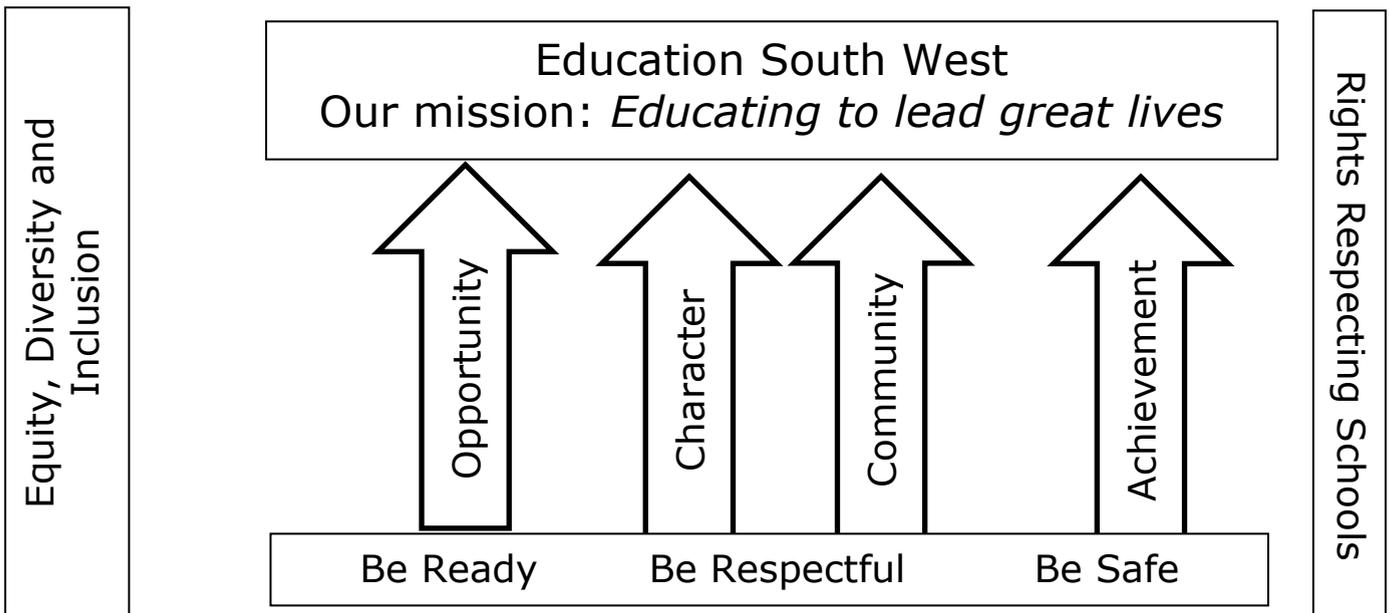
Part A: The ESW approach to behaviour and culture in our schools

A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are 'educating to lead great lives'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.

- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

A3. The role of Rights Respecting Schools in developing our school culture:

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

A4. ESW Behaviour and Culture Policies have a set of guiding principles:

The guiding principles which underpin all behaviour management in our schools are in line with our mission to '*educate to lead great lives*':

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).

- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

A5. ESW Behaviour expectations apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

A6. These expectations are summarised in our three rules:

1. Be **ready**
2. Be **respectful**
3. Be **safe**

A7. Legislation, statutory requirements and statutory guidance

Each of our individual school policies are 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](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carer and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

Part B – Christow Primary School

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3. Rights Respecting School (RRS) Principles
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Appendices

- A. Consequences for challenging behaviour
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- C. Anti-Bullying

1. Principles

Christow Primary School is a values-led, Rights Respecting School (Silver – Rights Aware – September 2021). “All children getting the chance to achieve, be resilient, tolerate others and make great choices for life – in and outside school.”

This will be achieved through:

- Accessing coherent, sequential learning opportunities.
- Being inspired to do their best and to have the ambition to achieve.
- Engaging in deep thinking to support their decision making and actions.
- Experience a wide range of exciting learning opportunities.
- Integrating all aspects of the United Nations' Convention on the Rights of the Child (UNCRC) across curriculum.

2. The Christow Way and the principles of The Five C's

Our school vision is underpinned by an ethos which encourages **care, compassion, consideration, co-operation** and **commitment** (Christow's '5 Cs'), and our golden rule is: 'Treat other people as you would like them to treat you'. All staff make sure that they are positive role models at all times, and we operate a positive reward system where praise is central and encourages children to be proud of themselves and 'Our School.'

Each class should set its own class charter in line with being a UN Rights Respecting School (RRS). All children will help to draft the charter and then will sign up to it. Each class will display a Proud to be Purple poster.

3. Rights Respecting School (RRS) Principles

Respect is non-negotiable as a Rights Respecting and character focused school (RRS). Through whole school assemblies and the School Council, we help children, staff, governors and parents understand the United Nations' rights and adults' responsibility to uphold these rights as 'duty bearers.' We believe that through these values, we are able to ensure our commitment to United Nations' Convention on the Rights of the Child Rights Respecting Schools. RRS forms the basis of whole school policy and practice to ensure that all the children's rights within the convention form part of everyday life for all our children. A number of rights are referred to by staff and children on a near-daily basis including:

- The right to be listened to. Article 12
- The right to be safe. Article 19
- The right to be healthy. Article 24
- The right to an education. Article 28
- The right to become the best we can be. Article 29
- The right to relax and play. Article 31
- The right to be treated fairly. Article 37

However, as the charter states, all the rights are universal, inalienable, indivisible and unconditional.

We believe that through learning about rights all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others. In consultation with the children, staff, parents, and governors, we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

Being a values-led and Rights Respecting School underpins this whole school policy, and we believe that this will promote positive behaviour and develop responsible and successful citizens for the future.

4. Our ethos in practice

Adoption of this policy will create an ethos that: -

- Promotes an awareness of everybody's individual needs and that all are valued within the school community.
- Ensures that every child is aware of the whole school values, their rights and responsibilities and will have ownership of their Class Charter.
- Promotes positive behaviour being modelled by everyone in the school, both adults and children.
- Encourages everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues.
- Ensures all staff treat children fairly, consistently, and sensitively.
- Celebrates and praises children's achievement and success.
- Values parental support in working collaboratively to find solutions to behaviour management issues.
- Teaches respect for ourselves and others, promoting the understanding that we are all different, but have the same rights.
- Ensures a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs.
- Provides children, staff, and all adults within the school community with an environment that promotes learning and supports each individual.
- Ensures the emotional, social, and learning needs of individuals are supported and developed, involving other agencies where appropriate.
- Establishes clear procedures for dealing with and managing inappropriate or unacceptable behaviour.
- Encourages the active and early involvement of parents in supporting positive behaviour.
- Works in partnership with parent/carers in supporting children's social and emotional development.
- Ensures that discipline in schools will always respect children's human dignity; (Article 28)
- Recognises that behaviour, particularly when experienced as difficult or challenging, are the externalisation of emotions or needs and often result from stress or distress .

5. Proud to be Purple

	Behaviours	Recognition and rewards
Ready to Learn Proud to be Purple	In line with class/ school/playground charters Good Manners, Following Instructions Being Kind, Good listening Sharing, Being polite, Sitting nicely Trying your best, Asking for help Encouraging peers, Settling to work quickly, Looking after the classroom Being a good role model, Active learner Being honest, Walking safely and sensibly around the school, Good teamwork, RESPECT	Positive affirmation from staff Stickers House Points Awards in Assembly- Headteacher Award Value of the Week Piece of the Week Playleader Award Verbal Praise
	Behaviours	Sanctions
Warning	Not respecting others right to learn. Low-level disruptive behaviour – Not listening, Silly behaviour Not looking after our resources, Being unkind, Being too noisy, Snatching/not sharing, Not showing good manners Talking over others, Incorrect uniform	Verbal warning from adults (Upper KS2 - card on desk) Talk with class teacher briefly at break/lunch/end of the day about your behaviour. Go back to Purple
Reflect and Repair	Name calling, Not looking after resources Bringing in inappropriate items Not taking responsibility for own actions, Irritating others e.g. poking and playing with hair etc. Running and/or inappropriate movements around the school Persistent Warning behaviours	Miss break/lunch time – whichever comes first (minutes = to age of child) Adult support to reflect and repair – Go back to Purple Incident logged on CPOMS as behaviour concern. Parents informed.
Reflect and Repair	Deliberately damaging school property Saying nasty things, Being confrontational Inappropriate use of ICT Being rude to others, Being defiant Rudeness - non-verbal gestures Refusing to follow an adults instruction Shouting at others aggressively Not telling the truth, Throwing objects Persistent/ escalation of blue/ orange behaviours	Miss break/ lunch time (minutes = to age of child) Adult support to Reflect and repair Go back to Purple Incident logged on CPOMS as behaviour concern Parent/carer contacted
Some behaviours go straight to Red	Causing physical harm to others Hitting, punching, spitting, biting, kicking Using inappropriate language – swearing, racial abuse Behaviour that prevents the class functioning safely Destroying/ vandalising property	2 nd Red in the same day – time to reflect in Partner Class Repetition of challenging behaviour (See Appendix A) Conversation with Headteacher Meeting with Head and parents Daily Behaviour Log which will be checked by Head every day For extreme cases where the above measures have not been effective a PSP may be put in place (See Appendix B)

6. Behaviour at Break and Lunchtime

We strongly believe that: "Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material, and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community" (Play Council 2001). Behaviour expectations for outside are the same as inside; our lunchtime staff use the same approach. During break and lunchtime, we have a team of dedicated staff and pupils who support children in playing safely.

7. Recognition and Rewards

Our aim is to develop children who are intrinsically motivated to behave well and act as positive role models to others. Positive behaviour is always acknowledged and praised at Christow Primary School. We actively look for positive behaviour and reward children in a variety of ways, recognising that this raises pupils' sense of self-worth and their place within the school community. We strive to acknowledge efforts and achievements of children, both in and out of school. Recognition and rewards will be implemented for all children so that Rights Respecting behaviour are celebrated and acknowledged.

8. Early Years Guidance

All children need a calm and nurturing approach from practitioners to support Personal Social and Emotional Development. Practitioners need to be consistent in their approach in order to provide a safe and secure environment for all children. As experienced Early Years Practitioners, we must understand when children get it wrong. Practitioners must not be too critical of the mistakes children make. Treat mistakes as 'learning curves and opportunities to teach them something valuable. Children need to be shown what we expect of them and the appropriate behaviour that we want to encourage. Underlying developmental issues can often be mistaken as poor or unwanted 'behaviour' therefore, practitioners must carefully evaluate situations before they act.

Practitioners must also consider the following when addressing behaviour:

Children may not have the cognitive skills or the understanding to process verbal conversations and instructions in isolation. Visual information and prompts to support the verbal language should be used when and where appropriate.

We take account of those children who may have a complex home life/background and often witness a different way of responding to situations. This must be considered on an individual basis. Children can be very egocentric and only see things from their own perspective.

We must teach children the skills to evaluate situations before reacting enabling them to consider things from someone else's point of view. Children often need time to process a situation/calm down/ self-regulate before an incident can be fully resolved.

Practitioners must assess a child's emotional response/state before attempting to resolve/rationalise the situation.

We recognise that all children are individuals and at different ages and stages. This may need a different approach and we will work to support the individual child's needs, alongside parents or carers.

9. Supporting children with SEND

Some of our children in school have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. Children with additional needs may be provided with a Personal Behaviour Plan, which is created by the SENDCO and class teacher. The Behaviour Plan will include personalised rewards and sanctions. This ensures that they continue to learn about making the right choices and the consequences of their actions. As mentioned above, personal support for inappropriate behaviour because of additional needs is put in place through a Personal Support Plan (PSP)

The PSP:

will include support that may have been identified by the class teacher, SENDCO or another agency e.g., Educational Psychologist may include a therapeutic intervention to help them:

- I. become more confident.
- II. feel safe and have an increased ability to learn with others.
- III. have a quiet time to help them to remain calm (this may include sensory breaks).

This will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress can last for a year or even longer. However, this does not mean that the child is unable to follow most of the school Behaviour Policy. They will be expected to try their best but individual needs will be considered whilst also considering the needs of all the children in our school. The school can set up provision for SEND and vulnerable children during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult.

10. Role of parents/carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave. We will keep parents informed of the approaches set out on this policy, to enable this consistent approach at home and school.

Strong partnerships between home and school develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents.

We will discuss any concerns or circumstances, which may affect a child's wellbeing, with parents and carers promptly, as well as sharing positive information regularly. Where needed we will involve parents in planning any specific behaviour plans.

If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

11. Misconduct of Parents on school site

In the event of a parent displaying misconduct on school property the Head Teacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

12. Misconduct of staff members:

In the event of a staff member being accused of misconduct the Head Teacher will follow the guidance and advice in "Dealing with Allegations of Abuse against Teachers and Other Staff." Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority.

13. Off site behaviour

It is expected that Christow pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

The power to discipline beyond the school gate

The Head Teacher has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The Head Teacher in dealing with the incident outside school will consider the following:

If the misbehaviour has repercussions for the orderly running of the school.

If the misbehaviour poses as a threat to another pupil, staff member or member of the public. If the misbehaviour could adversely affect the reputation of the school.

The Head Teacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Head Teacher feels the misbehaviour is linked to the child suffering then the school's safeguarding policy will be followed.

Appendix A: Consequences for challenging behaviour

These consequences are in line with school being duty bearer to protect all children's right to an education (Article 29). Teachers will remind their class at the beginning of the school year and reinforce with children when required.

Stage	Category	Consequence
1	Head Teacher Conversation	If Red behaviour continues then the child is sent to the Head Teacher where the boundaries are reset and the child is reminded about expectations. In addition, the child will lose/be withdrawn from part/all of break, lunch time.
2.	Informal parent/carer discussion with teacher	The class teacher will have a discussion with parent/carer about behaviour that is being seen in school.
3	Daily Behaviour Log	If red behaviour continues then the child will have a Daily Behaviour Log which will be shared with the Headteacher at the end of each school day. The child will have clear targets to work towards. This will be reviewed weekly – This is a short term measure.
4	Formal parent/carer discussion with Head Teacher	In this stage there will be a formal contact with Head Teacher/parent. If the challenging behaviour continues, the child will be withdrawn from the class to work in another location for a period of time. If a child is placed into a 'reflection' area more than 4 times during a half-term with regard to inappropriate behaviour, a phone call will be made home to parents by the classteacher. If inappropriate behaviour continue, this may be followed by either a conversation with the Headteacher requesting for them to come into school to discuss the issue(s) or a letter home informing them of their child's behaviour. At this stage some privileges maybewithdrawn.
5	Internal Suspension	In some cases, a child may be suspended within school.
6	Fixed Term Suspension	Only the Head Teacher can suspend a child for a fixed period of time. In such cases, Exclusion guidelines have to be followed.
7	Permanent Exclusion	Only the Head Teacher can permanently exclude a child. In such cases, Exclusion guidelines have to be followed.

Appendix B: Extreme Behaviour

Extreme behaviour in the school including swearing directly at a member of staff, fighting, extreme aggression (e.g., throwing a chair) the use of extreme discriminatory language or behaviour targeting protected characteristics, will result in escalation.

Extreme discriminatory language or behaviour targeting protected characteristics – age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, sexual orientation – will also be reported (name blind) for monitoring purposes through:

<https://www.devon.gov.uk/equality/reportincidents/schools/report-staff> . In all cases of extreme behaviour, parents/carers will be notified by the school. Parents will be advised that any further behaviour during this time period could result in a temporary exclusion.

A Personal Support Plan (PSP) can be put in place to support the child and the school will work closely with parent/carers and outside agencies, as needed.

The Personal Support Plan (PSP):

Is a way for school and home to work together.

Lasts for a period of time tailored to the individual child.

Helps a child to become aware of their behaviour and supports them to modify and manage their own behaviour.

Has targets set with the child and parents/carers.

Targets will be reviewed every 2 weeks with the child, parent/carer and SENDCO/HT to ensure progress is being made.

Therapeutic intervention may form part of this process, as will rewards for achieving targets.

The Local Authority will be informed that the child is at risk of exclusion and a copy of the PSP will be sent to them.

When all the targets have been achieved, the expectation is that the child will no longer need a PSP and can follow school expectations.

Fixed-term suspension and Permanent Exclusions

[See Education South West's Exclusion Policy](#)

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

Use of reasonable force

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with training that staff have received and in accordance with the guidance set down to the teaching staff by the governing body

Appendix C: Anti – Bullying Policy

Children have the right to feel safe in school

It is the duty of every member of staff to protect the interests of children and to try to prevent any forms of bullying.

Teachers to remind their class at the beginning of the school year and reinforce with children when required. The school works with children and parents each year during Anti-bullying week.

Bullying

By bullying we mean, persistent:

Name calling

Threatening behaviour

Excluding others from joining in

Physically hurting – sometimes this stems from "rough play" which we must discourage

Giving nasty looks

Taking other people's possessions

Talking about someone in an unpleasant way Passing

negative comments about someone

Making derogatory comments regarding appearance or issues connected to disability/health, race, religion and belief, sex, sexual orientation – see [ESW Equality & Diversity Policy \(Oct.2022\)](#)

Cyber-bullying – see E-safety Policy (Scope section) <https://educationsouthwest.org.uk/policies/>

	Consequences of Bullying
1	Quickly diffused The matter is sorted out quickly by the member of staff who decides the consequences for the child who has been bullying. Incident is logged and headteacher is informed Parents of both are informed
2	Letter of apology If the matter is considered more serious the child writes a letter of apology to the child who has been bullied. The bully has time out/loses a privilege. The parents of the bully and the child who has been bullied are informed. Incident is logged

That all staff will know and understand the Rights Respecting Behaviour Policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school.

That all staff will develop our values through all areas of the curriculum, including through the use of the Five C's and Rights Respecting Charter.

Reviewed and agreed by

Chair of Governors and Headteacher _____