

Blackawton Primary School



Behaviour Policy

LGB Approved Date	09/2026
Version	1.2
Author Initials	RC/LF
Review Date	09/2027



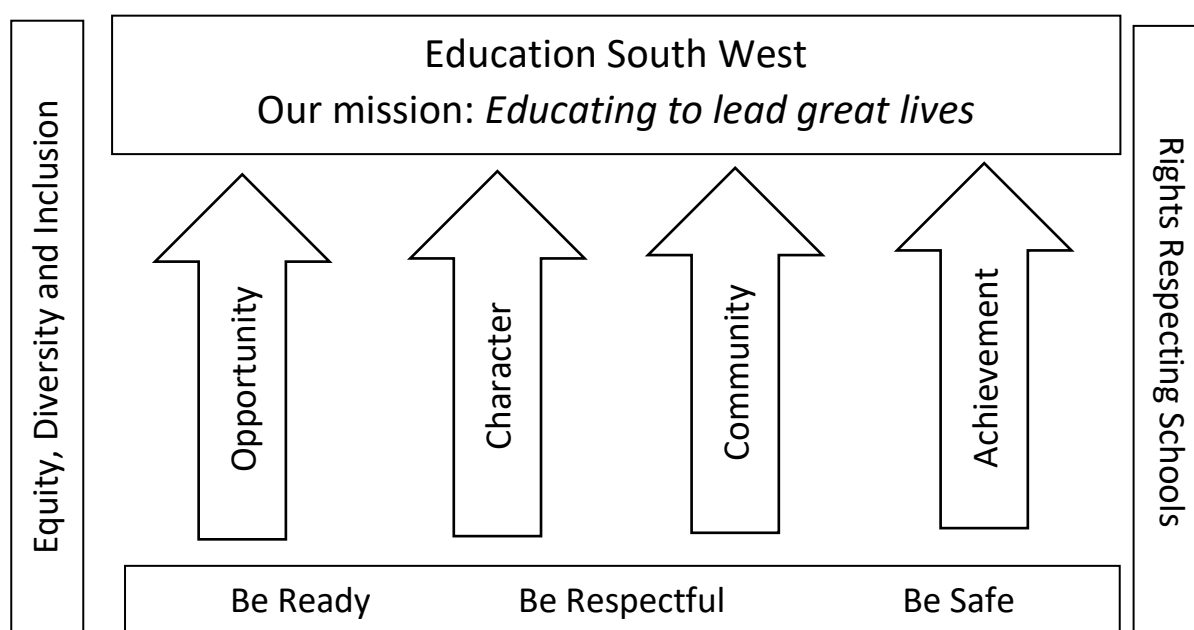
Part A: The ESW approach to behaviour and culture in our schools

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/carers 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: The Blackawton specific approach to behaviour and culture in our school

Our approach is explicitly relational: we place relationships at the centre of our practice. We understand that behaviour is a form of communication, and we aim to respond with empathy, consistency, and restorative actions that rebuild trust and belonging.

At Blackawton Primary School, we expect a high standard of behaviour from all our children. Our aim is to provide a calm, safe environment for children where they can feel secure and happy and therefore have the maximum motivation for learning. We are committed to ensuring the safety and welfare of all our children. Through the promotion of the school's values the children learn right from wrong and how to make good decisions, helping them to become good citizens, take advantage of the opportunities offered in the curriculum and to make the best possible progress.

Our policy outlines the behaviour we expect at all times. Children throughout the school follow three rules – Be Ready, Be Respectful, Be Safe - they know the rewards when they follow them and the series of consequences that can be expected if they choose not to do so. These rules apply all day, every day in every situation – including in the playground or on school trips. All the staff will use the same rules as consistently as possible. We believe that

most children will choose to follow the rules and that this will lead to higher standards of learning, a friendly atmosphere and an even happier school. Consequences are designed not as punishments, but as opportunities to reflect, repair, and restore relationships. We use restorative conversations and collaborative problem-solving to help children learn from mistakes and re-engage positively with their learning and community.

Statement of principles:

These principles are underpinned by the ESW trust-wide expectations in Part A, and framed by our belief that children thrive when they feel safe, valued, and connected. Relational practice guides every interaction, ensuring behaviour management strengthens relationships rather than damages them.

- It is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos
- The management of behaviour is underpinned by the Trust's and school's values
- The school has zero tolerance of bullying and any form of harassment
- The policy is applied fairly and consistently by all members of staff
- Sanctions are proportionate to the unacceptable behaviour
- The school actively promotes positive behaviour while dealing with unacceptable behaviour, including seeking to understand any underlying causes
- We recognise that it is the behaviour that is unacceptable, not the child
- We use praise and positive reinforcement and give replacement behaviours and strategies to help children change their behaviour
- We do not reward expected behaviour but children's' positive learning and social behaviour– in the classroom, in the playground, the dining hall and outside of school is recognised and acknowledged.

Aims:

- To provide a calm, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn.
- To have a consistent whole school approach to behaviour and discipline.
- To achieve higher standards of learning.
- To work in partnership with parents.
- To promote self-discipline and give children choices about their behaviour knowing the consequence of that behaviour .
- To encourage children to accept responsibility for their actions.
- To promote respect for others and for the environment,

Our 'School Rules'

Be Ready

Be Respectful

Be Safe

This policy is underpinned by the United Nations Charter on the Rights of the Child (UNCRC). Advice is also taken from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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.
- In addition, this policy is based on:
 - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' propertyThese principles are underpinned by the ESW trust-wide expectations in Part A, and framed by our belief that children thrive when they feel safe, valued, and connected. Relational practice guides every interaction, ensuring behaviour management strengthens relationships rather than damages them.
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Relationships:

Positive relationships between all stakeholders in the school are essential for creating a safe, respectful environment for learning, where children can succeed. All of our school's policies are underpinned by the Articles in the UNCRC.

We recognise that having high expectations of behaviour's for learning is essential to ensure that the right to a quality education is respected. All children understand their rights, the rights of others and the role that all children, and duty-bearers have in ensuring those rights are respected. In building positive relationships, we aim for the children to hold themselves to account, as advocates for their own learning.

To enable the above, staff will:

- Recognise that good behaviour needs to be modelled and taught
- Have high expectations of all people in the school
- Apply the Behaviour Policy in all situations and to all children in the school.
- Communicate behaviour clearly and effectively with others
- Have a good knowledge of the school's Behaviour Policy
- Follow its procedures for positive and negative consequences Consequences are designed not as punishments, but as opportunities to reflect, repair, and restore relationships. We use restorative conversations and collaborative problem-solving to

help children learn from mistakes and re-engage positively with their learning and community.

- Be consistent and fair
- Provide a learning experience when dealing with children's behaviour
- Clearly reward positive behaviour
- Follow behaviour management procedures to ensure that children are ready to learn
- Separate the child from the behaviour so they understand it is the behaviour choices that need to be changed
- Actively seek positive relationships with parent/carers
- Provide an inclusive curriculum which promotes high self-esteem
- Uses the clear agreed language of positive behaviour 's for learning.
- Talk in a calm manner to children, raised voices and shouting at children are unacceptable.
- Support children to comply with social distancing measures and other safety requirements that are in place

The curriculum teaches positive behaviours, respect, and taking responsibility for one's actions through: PSHE, Global Goals, British Values, Circle Solutions and PEWEB (Physical Education and Well-Being). The school aims to grow 'good global citizens. All children are taught that they have a right to a voice and opinion and will be taken seriously.

The School Charter is talked about with each new class, as children are encouraged to reflect on how this translates to create a successful learning environment. These are then displayed in each class for everyone to value and respect.

Lunchtime and play time Charters are also talked about with each new class. Children should be clear that respecting the rights of others and adhering to the Blackawton Way applies to class times, playtimes and lunchtimes.

Rewards:

These are responsive to the behaviour, and are flexible within each class. In line with our Teaching and Learning Policy, effort and application is praised rather than outcomes.

We want children to feel good about what they are achieving. School examples include:

1. House Points - set against the our values and principles.
2. Weekly Celebration Assembly certificates and termly Trophy Assembly.
3. Phone calls/ conversations with parents and carers.
4. 'Above and beyond' certificates posted home.

Consequences:

Consequences are designed not as punishments, but as opportunities to reflect, repair, and restore relationships. We use restorative conversations and collaborative problem-solving to help children learn from mistakes and re-engage positively with their learning and community.

With all incidences we operate a restorative repair approach, where all parties are able to have their voice and opinion heard, and are encouraged to reflect on what has happened and the affect it has had on others. Children's dignity must be respected at all time, and conversations should take place in a safe space without interruptions.

Children are taught strategies to promote positive behaviour change. The following steps are taken in line with reminders to the child of how to employ these.

1. **A warning**
2. **Move the person within the room:** proximity to the teacher can be helpful for some, moving towards a positive role model can also be good.
3. **Move the person to a link class for ten minutes:** the child is sent with learning to do, it is best if this needs no explanation e.g. handwriting. The receiving teacher does not greet or engage, other than to say where to sit. The class teacher records these and if there are more than 3 in a week the class teacher will contact home. Some children may prefer to go to a 'safe space' to continue their work.
4. **Time in at playtime:** It is helpful if it is seen as an opportunity to "catch up on learning".
5. **Send to the Headteacher or person Acting Up:** this is a serious consequence, however, it will be made explicit that the child has a right to have a voice, they will be listened to (or draw out the issue) in order that they can understand that their behaviour s were not respecting the rights of others. The child will be asked what they thing would be an appropriate consequence for their actions.
6. **Repeat misbehaviour:** : the Headteacher will call parents who will be asked to come in to discuss the behaviour– the child will be required to explain what has happened. This is so parents are aware of what is going on and so we can work in partnership.

At times when a serious incident happens we do not need to start with a warning but may go immediately to link class etc. If there is a serious incident that requires extra adult intervention then the Headteacher or Deputy Headteacher will be called for.

Beyond this there are other sanctions such as seclusion (working in the office) and fixed term and permanent exclusions.

Fixed Term and Permanent Exclusions:

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy, and where allowing a pupil to

remain in school would seriously harm the education or welfare of the pupil or others in school.

After the implementation of a personal behaviour support plan and a period of monitoring, exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017.

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated immediately. The child may receive a fixed term/ or permanent exclusion at the discretion of the Headteacher.

Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, she/he informs the parents without delay giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the Headteacher must notify the local authority and governing body once a term. In the case of a fixed period exclusion, which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Procedure Following a Major Infringement and/or Exclusion:

Following a major infringement of the behaviour policy, or a fixed term exclusion, the child, with their parents/guardians, will attend a re-integration meeting upon returning to school, and a Pastoral Support Plans (PSP) will be put in place to support the pupil. Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and Behavioural Support, will work together to draw up a PSP. This will run for 8 weeks, addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress, and may be extended if required.

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 (PiPs) and in accordance with the guidance set down to the teaching staff by the governing body.

Bullying:

Bullying is defined as the repetitive (Several Times on Purpose - STOP), intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against.

Bullying can be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying. Details of our school's approach to preventing and addressing bullying are set out in our Antibullying policy.

Off-site behaviour:

As a Gold Rights Respecting School, pupils are expected to respect the rights of others when walking to and from school, or when on a visit with a school group. Children who are on PSPs or a behaviour plan will have individual risk assessments for day school trips, and a full risk assessment - with parental involvement - for any overnight, residential visits.

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.

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.

Roles of implementation:

The Headteacher and the governors have overall responsibility for the implementation of the school's Behaviour for Learning Policy. However, everyone in the school community has a role to ensure that all children's rights are respected in line with the UNCRC.

Review

Date agreed by Staff: 09 / 2025

Date agreed by Governing Body: 09/2025

Review Date: 09 / 2026

Signed: _____ (Head)

Signed: _____ (Chair of Governors)