The Robert Drake Primary School

Behaviour Policy

BEHAVIOUR POLICY

Overall responsibility:

- Mrs N Jackson and Mrs P Coe (Co-Headteachers)

Leadership and management with responsibility:

- Miss C Woodward (Upper KS2 Phase Leader), Mr D Newton (Lower KS2 Phase Leader) Mr D Chaplin (KS1 Phase Leader) and Miss H Simpkin (EYFS Phase Leader)

Governor Responsibility:

- Chair of Governors and Vice-Chair of Governors

Purpose

All pupils deserve to learn in an environment that is calm, supportive and where they are treated with dignity.

Aims of the Policy

- To encourage a calm, purposeful, positive and happy atmosphere within the school;
- To foster positive and caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To make boundaries of acceptable behaviour clear and to ensure safety;
- To raise awareness about appropriate behaviour;
- To help pupils, staff and parents/carers have a sense of direction and feeling of common purpose;
- To create a safe environment in which all pupils can reach their full potential.

Statement of Intent

All of the school's expectations with regard to behaviour are based upon the values of:

- Respect, kindness and honesty.

Alongside the school's values, the school celebrates that everybody is:

- Special, different and unique.

The Behaviour Policy helps staff to create a positive learning environment in which teachers can teach, and pupils can learn without disruption. It is ensured that behaviours within the school keep the pupils safe at all times. The emphasis is on rewarding and encouraging good behaviour whilst dealing promptly, but fairly, with any unacceptable behaviour.

Bullying of any kind is not tolerated *(see Anti-bullying Policy*).

The Robert Drake Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a calm and secure atmosphere.

Approach

When speaking to pupils about behaviour adults will:

- Always remain calm and consistent throughout;
- Listen;
- Uphold the school values of kindness, honesty and respect;
- Uphold the school ethos that everyone is special, different and unique;
- Have an unconditional positive regard for one another.

The Robert Drake School Rules

The school rules are based around the three main expectations that pupils have when attending school:

- To learn;
- To be safe;
- To be respected.

Pupils are expected to uphold the school values of kindness, honesty and respect and understand that we are all special, different and unique.

Pupils' Responsibilities are:

- To treat others fairly and with respect;
- To adhere to the school values (kindness, honesty and respect);
- To respect differences and adhere to the school ethos (we are all special, different and unique);
- To tell an adult, in a timely manner, if somebody has hurt or upset them (this links to 'we are a telling school');
- To be aware of appropriate behaviour in and out of school;
- To understand and accept the consequences of their actions;
- To listen and follow instructions;
- To take care of property and the environment in and out of school;
- To co-operate with others;
- To tell the truth;

- To attend school regularly and to be punctual;
- To be tidy in appearance;
- To complete assigned work on time and to the best of their ability.

Staff and Governor Responsibilities are:

- To treat others fairly and with respect;
- To be a good role model;
- To promote the school values (kindness, honesty and respect);
- To promote the school ethos (we are all special, different and unique);
- To raise children's self-esteem and develop their full potential;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment, physically and emotionally;
- To use rules and sanctions clearly and consistently;
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim;
- To be aware of individual needs and respect differences;
- To provide guidance regarding social and emotional education;
- To ensure that there is regular training for all staff;
- To ensure all new staff receive training on behaviour as part of their induction;
- To develop a calm and safe environment for pupils and establish clear boundaries of acceptable behaviour;
- To ensure that all new pupils and families are aware of the content of the Behaviour Policy.

The Parent/Carer Responsibilities are:

- To treat others fairly and with respect;
- To promote the school values (kindness, honesty and respect);
- To promote the school ethos (we are all special, different and unique);
- To ensure that children attend school regularly, are on time and are properly attired in school uniform;
- To make children aware of appropriate behaviour in all situations, including outside of school;
- To encourage independence and self-discipline;
- To show an interest in all that their child does in school;
- To foster good relationships with the school;
- To support the school in the implementation of this policy;
- To be aware of the school rules, values and expectations;
- To provide guidance regarding social and emotional education.

The Behaviour Curriculum

Pupils are supported to meet high standards of behaviour through the discrete and hidden curriculum, including:

- The school making clear the expectations of good behaviour through assemblies and in lessons;
- Discouraging unsociable behaviour by promoting the school rules, values and ethos;
- Establishing rules at the beginning of each school year, and revisiting them regularly, which are based on The Robert Drake School Rules;
- Encouraging children to take responsibility for their own actions and behaviour;
- Setting standards of behaviour through example and within the PHSE and the planned RSE curriculum which takes a systematic approach to teaching children about the importance of respecting and celebrating differences;
- Assemblies – special assemblies and stickers/certificates to reward positive behaviours;
- Praising good behaviour and a system of positive recognition including:
  - Verbal praise from someone who matters;
  - A positive phone call home;
  - Positions of responsibility;
  - Whole class and phase rewards.

Online Behaviour

Pupils will be sanctioned if their online behaviour poses a threat or causes harm to another pupil, if it could have repercussions for the orderly running of the school, or if the behaviour could adversely affect the school's reputation.

See:
- Keeping Children Safe in Education 2026;
- Online Safety Policy;
- Mobile Phone Policy;
- Appropriate Use Policy;
- Sexting Policy.

Pupils' Behaviour Outside of the School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Schools have power to sanction pupils if they become involved in non-criminal poor behaviour and bullying which occurs off the school premises or online and this behaviour is either witnessed by a member of staff or reported to the school by a member of the public.

A pupil can be sanctioned when:
- Taking part in any school-organised or school-related activity;
- Travelling to and from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Or if their behaviour:

- Has repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

The Behaviour Policy will apply:
Where there is criminal behaviour, whilst there may be other legal sanctions imposed, the school reserves the right to impose sanctions under this Behaviour Policy where it is proportionate to do so.

NB: Behaviour of pupils outside school can be considered as grounds for suspension or permanent exclusion.

Strategies for Dealing with/Sanctions for Inappropriate Behaviour

Staff will respond predictably, promptly and assertively in accordance with this Behaviour Policy. The first priority is to ensure the safety of all pupils and staff and restore a calm environment so all pupils can learn and thrive. Staff will take into account any contributing factors that are identified after a behaviour incident. Clear and consistent language is used when acknowledging positive behaviour and addressing misbehaviour. Strategies include:

- Tactical ignoring – initially staff ignore the behaviour unless it puts the child or others at risk (emotionally and/or physically);
- Use of body language – looks to show disapproval;
- Visual prompt cards modelling expected behaviour for younger pupils or, for example, those with SEND or EAL;
- Talking with the pupil, reminding about them about the school rules and expectations about behaviour;
- The pupil spends up to 5 minutes at break time or lunchtime with the adult on duty discussing the behaviour (a written account might be appropriate);
- The pupil spends time in a chosen ‘Reflection Zone’ at lunchtime or break time, where they are encouraged to discuss their behaviour with an identified member of staff (this may include class teachers, LSAs, Phase Leaders, the Learning Mentor or Pupil Support Officer), for an appropriate and agreed amount of time;
- Restorative practice is often used to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict;
- Possible loss of privileges;
- Regularly reporting to an identified member of staff;
- Possible removal from the classroom;*
- Suspension in serious circumstances (refer to Suspension and Permanent Exclusion Policy);
- In the most serious of circumstances, permanent exclusion (refer to Suspension and Permanent Exclusion Policy).

Following a sanction or time/activity for reflection, a targeted discussion with an identified member of staff will take place. This may include explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve will take place.

***Removal from the Classroom**

Removal from the classroom (except where this is part of previously planned and agreed pastoral support for a pupil) is where a pupil, for **serious disciplinary reasons**, is required to **spend a limited time** out of the classroom at the instruction of a member of staff, in a supervised setting. The pupil must be provided with a continuous education, this may differ from the mainstream curriculum but should still be meaningful for the pupil. This is different from circumstances in which a pupil is asked to step out of the classroom for a conversation with a member of staff and asked to return following this. The use of removal should only be used, for **serious disciplinary reasons,** to allow for the continuation of all pupils' education.
Removal from the classroom is considered a serious sanction.
Parents/carers must be informed on the same day if their child is removed from the classroom.
Reasons that may lead to pupils being removed from the classroom are transparent and known to all staff, pupils and parents/carers.

Removal is used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

A clear process for the reintegration of any pupil removed from the classroom will be considered on an individual basis.

The Co-Headteachers will maintain overall strategic oversight of the school's arrangements for any removals, as set out in this Behaviour Policy.

Behaviour Expectations and Support for Pupils with SEND

The school culture promotes high standards of behaviour and provides the necessary support so all pupils can achieve and thrive inside and outside the classroom.

The school recognises its duty under the Equality Act 2010 and the Children and Families Act 2014 to endeavour to meet the needs of pupils with SEND.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.
The school will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. This should be taken into account when any sanctions/consequences are considered for the identified pupil.

Wherever possible, preventative measures will be taken by the school in anticipation of likely triggers of misbehaviour. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. Class teachers, LSAs, Phase Leaders, the Learning Mentor or Pupil Support Officer will provide support for pupils with SEND where these needs might affect behaviour.

Time/Activity for Reflection

If a pupil's behaviour is inappropriate (including deliberately swearing, using inappropriate/offensive language or hurting another pupil), they will be separated from the other pupils, spending an agreed amount of time in a chosen 'Reflection Zone', at either break and/or lunchtime. They will either talk to an adult, write down or draw their thoughts following reflection time if necessary. Suggestions and strategies will be discussed to help support the pupil with any future behaviour issues. The length of time is dependent on the age of the pupil and the behaviours involved. This may also include the restorative practice approach. For example: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?

The incident will be discussed with parents/carers, in a timely manner, and further action taken as appropriate.

Ongoing Behaviour Concerns

- Parents/carers will be contacted by the teacher/relevant member of staff;
- Class Teacher/Phase Leader/Learning Mentor/Pupil Support Officer will note the behaviour and will record this on CPOMs. Consideration will be given to links with attendance and safeguarding when records are reviewed. If there are two or more incidents in one half term, the Phase Leaders will investigate this further and record their findings on the CPOMs;
- Communication - ensure all relevant staff are informed at the time and when handing over to the next class teacher at the end of the year;
- The Phase Leader will become involved in supporting and monitoring behaviour and implementing and evidencing a written programme;
- If concerns remain, the Co-Headteachers will implement a more formal behaviour support programme;
- Outside agencies will be involved if deemed necessary.

At all stages, the child will be reminded of previous positive behaviour and will be supported and given strategies by all adults involved, to help them to recognise their own feelings and triggers and then to be able to make better choices in respect of their behaviour.

Induction and re-induction of pupils into behaviour systems, rules, and routines will be positively reinforced and implemented on an individual basis, catering for all needs. Inclusion is of paramount importance, and therefore the school will always explore all strategies to ensure pupils are able to attend. Examples of this, depending on the circumstances, might include:

- a planned period of working outside of class to build opportunities to be successful and for individual pastoral support,
- a pastoral support plan and/or a reduced timetable.

The school will consult with parents/carers as well as external agencies to try and identify the best strategies to enable pupils to succeed.

The school will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

'If these approaches towards behaviour management have been exhausted, then ***suspensions and permanent exclusions*** *will sometimes be necessary as a* ***last*** *resort.*' Suspensions and Exclusion Guidance, August 2024 (updated July 2026).

Child-on-child Abuse

The school has a 'zero-tolerance' approach to harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed. The school works in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

As part of the behaviour curriculum, the school seeks to teach pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

Where there is a report of sexual violence, the Designated Safeguarding Leads will make an immediate risk and needs assessment in line with the Brook Traffic Light Tool, which will be recorded if appropriate.
See:

- Keeping Children Safe in Education (KCSIE) Part 5, 2026;
- Sexting Policy.

Suspension and Permanent Exclusion

See:

- *DfE Suspension and Permanent Exclusion Guidance, August 2024 (updated July 2026);*
- *Suspension and Permanent Exclusion Policy Autumn 2025.*

The school takes the approach of 'inclusion rather than exclusion', ensuring that no child is missing out on a quality education.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Suspensions are temporary removals from the school for a fixed period of time (up to a maximum of 45 school days in one academic year), while a permanent exclusion is treated as a last resort after all other strategies and interventions have been attempted, and is only issued in response to a serious breach, or series of persistent breaches of the school's behaviour policy, and allowing the pupil to remain in school would seriously harm the welfare or education of other pupils or staff.

Suspension or permanent exclusion (depending on severity of incident/s) will be made if there is a breach of this Behaviour Policy or a persistent breach of school rules (except in exceptional circumstances). Behaviours that may result in suspension or permanent exclusion include (but are not limited to):

- Physical assault against a pupil;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a pupil;
- Verbal abuse or threatening behaviour against an adult;
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- Bullying;
- Racist abuse;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability;
- Deliberate/severe damage to school building or resources;
- Disruption to others.

This is not an exhaustive list. All behaviour incidents must be recorded on the Behaviour Incident Form.

A decision to exclude a pupil permanently will be taken:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Searching, Screening and Confiscation

See Searching, Screening and Confiscation DfE 2022:

Co-Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.
The list of prohibited items includes:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil);
- e-cigarettes, vapes, tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The school will consider the age and needs of pupils (including individual needs of pupils with SEND) when exercising the power to screen, search or confiscate.

Staff Training

All members of school staff, including ECTs, receive regular and appropriate behaviour management training, including staff induction, development and support.

Monitoring and Review of the Policy

The school will review this policy annually, at the beginning of every school year, and will assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Additional policies to refer to:

- DfE Behaviour In Schools February 2024;
- DfE Mental Health and Behaviour in Schools 2018;
- Restrictive Interventions, Including Use of Reasonable Force Policy September 2026.

Updated: Summer Term 2026 (reviewed September 2026)
Date of Next Review: Summer Term 2027

See below for further information:

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf