

Behaviour Management Policy

Achieving Good Behaviour

September 2025

Stead Lane Primary School



Approved by:
The Governing Body

Date:

Last reviewed on: September 2025


Next review due by: September 2026

We believe that every child in our school matters and that they have a basic entitlement to be safe and happy at school. Every child has the right to learn and achieve their full potential in a well-run, orderly school, with good behaviour in every classroom.


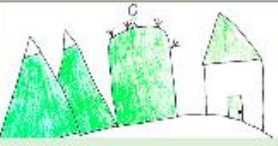
We are all working together for bright futures!

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Communication is very important and all pupils and staff need to know exactly what is expected of them. The emphasis in our school is on recognising and encouraging positive behaviour in order to reinforce and encourage further good behaviour.

At Stead Lane Primary School all behaviour, whether positive or negative, will be linked to our vision and values which are illustrated below.



At Stead Lane Primary we are...

<p style="text-align: center;">Canny Kids</p>  <ul style="list-style-type: none"> We are kind and helpful We look after each other and the school 	<p style="text-align: center;">Healthy</p>  <ul style="list-style-type: none"> We make healthy choices for our bodies We make healthy choices for our minds 	<p style="text-align: center;">Considerate Communicators</p>  <ul style="list-style-type: none"> We are good listeners We share our thoughts and ideas clearly and politely We respect the feelings and opinions of others 	<p style="text-align: center;">Determined Individuals</p>  <ul style="list-style-type: none"> We work hard We keep trying when things get difficult We believe learning is something we can get better at
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All staff praise and reward positive behaviour through a variety of rewards including merits. Merits are given in relation to Stead Lane vision areas. One merit is given for demonstrating expectations. Two merits may be given to reward an action that has gone over and above.

At times rewards might vary in order to maximise effect and motivation for good behaviour. The SEND Policy outlines how some children might be supported in line with their needs.

Children need to understand that for every negative action there is a consequence.

In our school, applying consistent and fair sanctions is informed by considering two factors, the level (or severity) of the negative behaviour and the frequency (or context) in which it occurs.

The following table is used to inform the level of consequence given and how this looks in each phase. It will help to balance between high expectations and the individual needs of the children. Staff will also take into account any reasonable adjustments that are in place.

EYFS

Level	Dealt with by	Behaviour examples	Possible Actions (Action)
Level One refers to low level unwanted behaviour	Class teacher, teaching assistant, lunchtime supervisors	Shouting out Failing to keep on task Unkind remarks Time wasting Pushing Running indoors when it impacts on the safety of others Hitting/pushing other children Making excessively loud noises Not listening to instructions Refusing to share Refusing to tidy up Unsafe behaviour. Any aggressive or violent behaviour with intent to hurt another person. On occasions, behaviours such as biting, aggression, disregard for authority and refusing to comply may be age-appropriate behaviours in line with their development.	Reminder of values and expectations linking with Zones of Regulation. Regulation time (e.g. movement break) with a familiar adult, where possible and if appropriate. Consequences of actions talked about with the child. Asking the children to go back and walk, question them why what they were doing was unsafe. Help to reflect. Verbal reminders about 'golden rules' and kind hands, feets and mouths. Remind children about inside/little voices. Adults model/encourage turn-taking/tidying. Provide strategies. Removal of privileges (learning areas, play equipment outside, etc.) Standing with an adult for 5 minutes (flat fee) and during this time, reflection discussion can take place. Zones of regulation and emotion coaching strategies. Same day parental contact either verbal at pick up or via telephone. Incident and subsequent conversation with parent logged on CPOMS. Meeting may be requested. Child may be removed from the current setting and asked to work in a different area of the classroom. <u>Non-Verbal/non direct</u> A look Standing near the child Reminder of values/golden rules Praising children who are exhibiting desired learning behaviours <u>Verbal request</u> Staff will say 'stop' and then ask the child to 'follow the golden rules' (specify which one it is). <u>Verbal warning</u> Stop. This is your warning. You are not following the golden rule (specify which one). If this happens again, you will (describe consequence). Sit near an adult/hold a hand depending where we are. <u>Consequence / reflection time</u> It's thinking time. You didn't follow the golden rule (specific which one). The children are taken to the reflection basket and a sand timer is used. In Nursery – this is sitting with a timer with equipment from reflection basket. In Reception – this is completing work with a timer in a separate area to the peers. After timer has finished, a staff member will remind them of the golden rules.

			<p>If behaviour persists after their reflection time, they are taken to see the head of EYFS. In certain cases, where a child is continuing to exhibit unsafe behaviours (such as intent to hurt peers or damage equipment) on a regular basis, staff may follow a 'zero tolerance' approach and actions may be more bespoke to that child.</p>
<p>Level Two refers to more serious unwanted behaviours</p>	DHT/HT	<p>Level 1 behaviours continue to persist. Other actions will be dealt with on a case-by-case basis due to their age and differing levels of understanding. Any aggressive or violent behaviour with intent to hurt another person. Any form of discrimination/discriminatory language will be officially discussed with the child and parents and explicitly explained that this is not tolerated in school. A written record will be recorded on CPOMS and parents will be involved. Depending on the nature of the incident, internal exclusions may be used where the child would spend the day with the DHT or HT in school. If a child were to bring in an item (vape, lighter, tobacco products or a weapon) onto the school premises that could cause damage (to themselves or others) into school, the item would be confiscated and parents would need to come into school. Outside agencies such as social care may need to be involved. If the child continues to persistently exhibit these behaviours, there is a potential for fixed-term exclusion.</p>	

KS1/KS2

Level	Dealt with by	Behaviour examples	Possible Actions (Action)
Level One refers to low level unwanted behaviour	Class teacher, teaching assistant, lunchtime supervisors	Shouting out Failing to keep on task Unkind remarks Time wasting Pushing Running in corridors Pushing in the line/on the carpet Wandering around the room Throwing work or resources on the floor Swinging on chairs Talking over staff or peers Answering back/back chatting (speaking disrespectfully) to a member of staff or peer Spitting on the floor or table Saying 'no' when asked to do something Fidgeting/tapping after reminders not to Unable to follow instructions as was choosing not to listen Deliberately trying to damage school equipment (e.g. pencil, ruler or book)	Conversation with pupil – reminder of values and expectations. Regulation time out of the classroom (e.g. movement break) with a familiar adult, where possible and if appropriate. Consequences of actions talked about with the child. Purple folder. Bringing the children together (potentially on the carpet) to revisit whole class expectations using the school vision. Removal of playtime/equipment privileges (trim trail, pirate ship, football, etc.) Standing with an adult for 5 minutes (flat fee) and during this time, reflection discussion can take place. <u>Non-verbal/non-direct</u> A look Standing near the child Reminder of values Praising children who are exhibiting desired learning behaviours <u>Verbal request</u> 'Name', you're (describe action). Please can you (desired behaviour). Followed immediately by a praise to a child who is exhibiting the desired behaviour. e.g. JoeBloggs, you're continuing to talk whilst I am teaching which is stopping both you and your friends from learning. Be a considerate communicator and show me your good listening skills. Thank you. <u>Verbal warning</u> 'Name', you have continued to (describe action). If you do this again, you will (outline consequence). If you choose to (describe desired behaviour) you will be able to (regular activity). e.g. JaneDoe, you have continued to be unkind to your friend. If you do this again, you will be standing with Miss Smith for 5 minutes at breaktime. If you are a canny kid, use kind words and you will be able to play on the pirate ship with your friends.

Level Two refers to more serious unwanted behaviours	Discussion with TA outside of classroom or time spent with teacher in partner classroom,	Persistent level 1 behaviour Unsafe behaviour. Threatening / Aggressive behaviour Swearing Disregard for authority Refusing to comply when doing something potentially unsafe	Reminders of school values and expectations. Child removed from the current setting and asked to work in a different area of the classroom or partner classroom. Informal discussion with parent so they are aware of persistent low level behaviour or behaviour that is out of character – teacher judgement on if and when this is appropriate. Standing with an adult for 5 minutes (flat fee) and during this time, reflection discussion can take place.
Level Three refers to the most serious types of unwanted behaviour.	DHT	Level 1 behaviours continue to persist. Level 2 behaviours are repeated. Any form of discrimination - racism, sexual, ethnic, focused bullying, HBT bullying, discriminatory language, child-on-child abuse. Any aggressive or violent behaviour with intent to hurt another person. Deliberately damaging school property. Bringing a vape, lighter or other tobacco products into school. Bringing a weapon onto the school premises.	Same day parental contact either verbal at pick up or via telephone. Incident and subsequent conversation with parent logged on CPOMS.
Level 4 Repeat offence of level 3	HT	Child repeats the behaviour after involvement of parents and close monitoring.	Direct referral to HT Meeting with parents. A written record of the incident and subsequent meeting with parents recorded on CPOMS. Incident of discrimination logged in accordance with LA/ National policies and legislation. – logged as a Hate Crime. Outside agencies may be involved including Social Care/Police. Internal exclusions (spending the day with DHT/HT in school). Potential for fixed-term exclusion.

Exclusions

- Exclusion guidance is based upon current Northumberland Council and DCSF guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal exclusion, managed move or alternative provision package)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter within one school day.
- Detailed records of incidents are kept and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
 - Verbal abuse.
 - Violent or threatening behaviour.
 - Persistent, defiant, disruptive behaviour.
 - Bullying.
 - Racist or homophobic/biphobic/transphobic abuse.
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
- On return there will be a reintegration meeting and an outline of the steps to be taken to achieve a successful return.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one-off offence.

Support agencies can be asked to contribute help, e.g.,

- ✓ The Educational Welfare Officer
- ✓ The Social Services Department may shed light on some difficulties being faced with the family background.
- ✓ The HINT Service.
- ✓ Educational Psychologist.

The pupil themselves may also contribute to their own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about their work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised.

As a last resort, the pupil may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school expectations with their child, emphasising that they support the rules.

Attending parents' evenings and other events and by developing informal contacts with school helps to reinforce their support for the policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We have developed a clear step by step guide for when any incidents of bullying occur in school.

In school we address and prevent bullying by:

- Delivering PSHE and RE lessons to provide children with opportunities to learn about different people and cultures
- Links to SEND Policy

- Assemblies
- Workshops
- Pastoral support
- Targeted intervention groups
- Use of external agencies
- Ensuring ALL our staff are vigilant and aware of their responsibilities (attending Safeguarding training)

In school we address and prevent cyberbullying by:

- Teaching of online safety every term as part of the Computing Curriculum
- PSHE curriculum
- Effective monitoring and filtering systems
- Quick response to any reports of cyberbullying

For guidance on child-on-child abuse and sexual violence and harassment please see our Safeguarding Policy 2025

Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies 2013'

The term 'reasonable force' covers the broad range of actions which may be used by teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff cannot use force as a punishment – it is always unlawful to use force as a punishment.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- ✓ Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

- ✓ When comforting a distressed pupil;
- ✓ When a pupil is being congratulated or praised;
- ✓ Assisting with toileting or changing (in line with Intimate Care Policy);
- ✓ Helping children to dress;
- ✓ To demonstrate how to use a musical instrument;
- ✓ To demonstrate exercises or techniques during PE lessons or sports coaching;
- ✓ To give first aid;