



BENTHAM COMMUNITY PRIMARY SCHOOL - POSITIVE BEHAVIOUR POLICY

Approved by: Governing Body

Date approved: June 2026

Review date: June 2027

Responsible officer: Headteacher

1. Vision and Ethos

At Bentham Community Primary School, we believe every child is **valued, respected and supported** to flourish and achieve their full potential. We provide a safe, inclusive and nurturing environment where children develop respect, resilience, self-discipline and a lifelong love of learning.

2. Legal Framework

This policy complies with:

- DfE *Behaviour in Schools* (2024)
- DfE *Suspension and Permanent Exclusion Guidance* (2024)
- DfE *Searching, Screening and Confiscation*
- Equality Act 2010
- SEND Code of Practice (2015)
- Education and Inspections Act 2006
- Keeping Children Safe in Education (current edition)

3. Scope

This policy applies to:

- pupils aged **4–11**
- children attending the **nursery provision (ages 2–3)**

Expectations and support will be adapted appropriately to developmental stage and individual need.

4. Our Approach in Practice

At Bentham Community Primary:

- behaviour is explicitly taught, modelled and reinforced
- staff recognise behaviour may indicate an unmet need or difficulty
- high expectations are maintained while appropriate support is provided

5. Roles and Responsibilities

Governing Body

- Ensure the policy complies with statutory requirements, monitor behaviour data including suspensions and exclusions, and evaluate the effectiveness of behaviour systems.

Headteacher

- The Headteacher is responsible for the implementation of this policy, ensuring consistency across the school, providing staff training and support, and making decisions regarding suspension and exclusion in line with statutory guidance.

Senior Leaders

- Support staff, monitor behaviour, ensure safeguarding links.

Staff

- Model behaviour, apply policy consistently, adapt practice.

Pupils

- Meet expectations, take responsibility, respect others.

Parents

- Support expectations and work with school.

6. Behaviour Expectations

Pupils are expected to:

- be kind and respectful
- use respectful language
- follow instructions promptly
- listen to others
- take responsibility
- try their best

Applies in:

- classrooms
- playgrounds
- travelling to and from school
- visits and community settings

7. Recognition and Rewards

Positive behaviour is promoted through praise, recognition and celebration. Rewards are fair, inclusive and consistent. Recognition systems are applied consistently across the school and promote positive behaviour for all pupils

8. Responding to Behaviour

When behaviour falls below expectations:

- staff respond calmly and consistently
- expectations are clarified
- a stepped approach is implemented
- support is provided alongside consequences
- restorative approaches are used

All staff are expected to apply this approach consistently, with adaptations made only where appropriate for individual need.

9. Inclusion and Reasonable Adjustments

The school meets its duty under the Equality Act 2010. Consequences and responses may be adapted to ensure pupils are not placed at a substantial disadvantage, while maintaining high expectations.

10. Early Years / Nursery Provision

Behaviour is understood in the context of child development.

Staff will:

- model positive behaviour
- support communication and emotional regulation
- use co-regulation and consistent routines
- provide developmentally appropriate expectations

Formal sanctions are not normally used in nursery provision.

11. Suspension and Exclusion

Suspension and exclusion will only be used as a last resort. Decisions will follow DfE guidance and principles of fairness and proportionality. Appropriate educational and pastoral support will continue during any period of suspension.

12. Child-on-Child Behaviour and Safeguarding

Some behaviours may constitute safeguarding concerns, including:

- bullying
- sexual harassment or violence
- discriminatory behaviour
- online abuse

All concerns are referred to the DSL and managed in line with KCSIE.

13. Searching, Screening and Confiscation

Searches will only be carried out by authorised staff where lawful and in accordance with DfE guidance. Searches will be conducted in a way that safeguards dignity and wellbeing.

Prohibited items include:

- weapons
- drugs
- alcohol
- stolen items
- vaping products
- fireworks
- tobacco products

Parents will be informed where appropriate.

14. Mobile Phones and Smart Devices

Pupils who bring mobile phones or smart devices to school must hand them to a member of staff for safe keeping at the start of the day. Misuse may result in confiscation, sanctions, or safeguarding action.

15. Behaviour Outside of School

The school may respond to behaviour:

- in the community
- travelling to/from school
- online or via social media
- when representing the school

Sanctions may be applied where behaviour outside school has a clear impact on the safety, wellbeing or reputation of the school community.

16. Monitoring and Review

Behaviour data, including suspensions, exclusions and prejudice-related incidents, will be regularly reviewed to:

- identify trends
- monitor vulnerable groups (including SEND and disadvantaged pupils)
- identify disproportionality
- inform early intervention

17. Operational Guidance (Staff)

The school uses a stepped response to support pupils in making positive behaviour choices:

1. Reminder
2. Warning
3. Reflection / Time Out
4. Further Action (e.g. restorative conversation, parental contact, behaviour support)
5. Senior Leader Support

The response may be adapted where appropriate to meet individual needs. Serious behaviour incidents and safeguarding-related behaviour concerns are recorded using the school's agreed recording system.

18. Final Statement

The school is committed to a calm, safe and inclusive environment where all pupils are supported to succeed.

Appendices

The following appendices provide additional guidance and practical examples to support the consistent implementation of this policy. They should be read alongside the main policy and applied flexibly, taking into account the needs of individual pupils and circumstances.

The appendices support the implementation of this policy as follows:

- **Appendix A** outlines the pupil expectations and Code of Conduct.
- **Appendix B** sets out the rights and responsibilities of members of the school community.
- **Appendix C** provides guidance on recognition, rewards and consequences.
- **Appendix D** offers examples of classroom practice and behaviour systems.
- **Appendix E** gives further guidance on understanding behaviour and supporting pupils.
- **Appendix F** explains the school's approach to suspension, exclusion and high-risk behaviour.



Pupil Code of Conduct

FOR A SAFE AND HAPPY SCHOOL WE ARE EXPECTED TO:

Arrive at school on time

Wear the correct school uniform

Show respect to **EVERYONE** in school

Be truthful, well-mannered and kind

Take pride in our school building

Look after our books and school equipment

Walk sensibly and quietly in the corridors

Keep our school litter free

Set a good example to others

Exercise self-control and self-regulation

Follow school and class rules



Appendix B: Rights and Responsibilities

A crucial aspect of our behavioural approach in terms of personal well-being is understanding our rights and what we should expect from others when we engage in teaching and learning at the school. It is equally important, however, that we honour our responsibilities to others. When behaviour becomes an issue, it is often because an individual is not honouring their wider responsibility to others.

The Rights and Responsibilities of Pupils, Staff and Visitors - Every member of our school community has a number of key rights and each right has a commensurate responsibility.

RIGHT	RESPONSIBILITY
To be safe and secure	Not to threaten the safety and security of others
To be cared for	To care for others
To be respected	To respect others
To be treated with courtesy, by adults and children	To be courteous to adults and other children
To be heard	To listen to others
To be valued for what they can offer	To value the contribution of others
To receive praise, for every effort and success, so that they feel good about themselves	To praise the efforts and successes of others
To be in an environment where learning can take place	To avoid behaviour that will disrupt the learning environment for others
To be in a clean environment	To keep the school tidy
To be in an interesting and stimulating environment that is properly equipped	To help create and sustain an interesting and stimulating environment, and to look after the school and its equipment properly
To know what reasonable and consistent expectations are made of them by adults / Senior Leaders	To work hard to meet these reasonable and consistent expectations
To be dealt with fairly and consistently by others	To deal fairly and consistently with others
To have their own opinions and beliefs	To respect and tolerate the different opinions and beliefs of others
To develop independence and self-discipline	To exercise independence and self-discipline responsibly

The Rights and Responsibilities of Parents

It is important that parents and carers understand and support the shared rights and responsibilities of everyone in the school community. We work in partnership with families to address behaviour concerns constructively.

All members of the school have the right to feel safe and to learn without disruption. Where behaviour affects the safety or learning of others, or risks harm to individuals or property, the school will take appropriate and proportionate action, while working closely with parents to support positive outcomes.

Parents and carers are valued members of the school community. We ask that everyone works together respectfully to support a safe, inclusive and positive environment for all.

RIGHT	RESPONSIBILITY
To have a safe, well-managed and stimulating environment for their child's education	To ensure that their child attends school regularly and arrives in good time, with homework done, and that they are suitably equipped for the lessons in the day ahead
To be well informed about school rules and procedures	To be aware of school rules and procedures, and encourage their child to abide by them
To have reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently	To act as positive role models for their child in their relationship with the school and to work in support of the school if a personal behaviour plan is needed for their child. <u>Note:</u> If a parent has a grievance or concern then this should be taken up with the school directly, rather than through the use of social media.
To be informed promptly if their child is ill or has an accident, or if the school has concerns about their child	To contact the school directly if their child is ill or has a health issue that may affect others and to observe school rules for managing health needs to ensure that infectious illness is contained
To be involved in key decisions about their child's education	To attend planned meetings with teachers and support school functions
To receive a broad, balanced and appropriate curriculum for their child	To show interest in their child's class work and homework and provide suitable facilities for studying at home;
To be well informed about their child's progress and prospects	To provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances
To have a suitably resourced school with adequate and well-maintained accommodation	To support the school in fostering respect and care for the school premises and resources

Appendix C: Rewards and Consequences

At Bentham Community Primary School, positive behaviour is actively promoted through consistent recognition, encouragement and celebration of pupils' efforts and achievements. Staff are expected to identify and reinforce positive behaviour in both formal and informal ways.

Examples of rewards include:

- verbal praise
- communication with parents
- stickers, certificates and awards
- house points
- displays of pupils' work
- opportunities for responsibility and leadership

Whole-school systems such as **house points, celebration assemblies and leadership roles** (e.g. School Council, House Captains, Playground Buddies) are used to promote responsibility, belonging and positive contribution to the school community.

Attendance

Good attendance is recognised and supported as an important factor in pupils' wellbeing and achievement. Attendance is monitored closely, and positive attendance is acknowledged.

Consequences and Behaviour Support

While the focus is on positive behaviour, staff may use appropriate consequences where necessary to maintain a safe and purposeful environment.

Staff will:

- respond calmly and consistently
- make clear that consequences relate to behaviour, not the individual
- use logical and proportionate consequences
- support pupils in making better choices
- provide a fresh start after incidents

Classroom Practice

All classes use a consistent **graduated/stepped approach**, supported by clear expectations and routines.

Staff will:

- teach expectations explicitly
- reinforce positive choices
- communicate clearly with pupils and families
- apply systems consistently

Appendix D: Classroom Practice

This Classroom Management Plan provides an example of how the school's behaviour approach may be applied in practice. It should be used flexibly and adapted to meet the needs of individual pupils and contexts, in line with the school's Positive Behaviour Policy.

Key Stage 1 Example

Our Classroom Rules

1. We follow instructions carefully
2. We keep our hands and feet to ourselves
3. We use kind and respectful words
4. We follow the signal for attention
5. We listen to the person who is talking

Positive Recognition and Rewards

When pupils follow these rules, positive behaviour may be recognised through:

- praise
- house points
- stickers or certificates
- communication with parents
- sharing success with other staff or senior leaders

Graduated/Stepped Response

If a pupil chooses not to follow expectations:

1. **Reminder** – clear prompt linked to the rule
2. **Warning** – clear expectation and opportunity to make a positive choice
3. **Reflection / Time out** – a short period away from the activity, appropriate to the pupil
4. **Further Action** – may include restorative conversation, reflection activity, or adjustment to free time
5. **Senior Support / Parent Contact** – where behaviour persists

Serious Behaviour

In cases of serious or unsafe behaviour:

- pupils may be supported by a senior member of staff
- safeguarding procedures may be followed where appropriate

Key Stage 2 Example

Our Classroom Rules

- We keep hands, feet and language respectful
- We follow signals for attention
- We listen carefully

- We respect everyone
- We try our best and stay focused

Positive Recognition

Positive behaviour may be recognised through:

- praise and encouragement
- house points
- certificates
- communication with home
- additional responsibilities or leadership opportunities

Stepped Response

1. Reminder
2. Warning
3. Reflection / Time out
4. Further Action (e.g. restorative conversation, parental contact, behaviour support)
5. Senior Leader Support

Key Principles

- behaviour expectations are taught explicitly
- pupils are supported to make positive choices
- responses are calm, consistent and proportionate
- every pupil is given the opportunity for a **fresh start**
- support is provided alongside consequences

Appendix E: Understanding Behaviour

1. Understanding Behaviour

Pupil behaviour may be influenced by a range of factors, both within and beyond the school environment. These may include:

In-school factors

- classroom environment (e.g. space, noise, routines)
- curriculum access and differentiation
- quality of relationships and communication
- clarity of expectations

Out-of-school factors

- family circumstances or changes
- social relationships and peer influences
- emotional wellbeing or mental health
- external pressures or experiences

Staff will take these factors into account when responding to behaviour, while maintaining high expectations for all pupils.

2. Levels of Behaviour

The school recognises that behaviours vary in level and frequency, and responses will be proportionate.

- **Low-level behaviour** – e.g. off-task behaviour, calling out
- **Moderate behaviour** – e.g. repeated disruption, refusal
- **Serious behaviour** – e.g. aggression, significant disruption, unsafe conduct

Serious incidents may involve senior leaders and safeguarding procedures where appropriate.

3. Key Principles for Staff

When responding to behaviour, staff will:

- remain calm and consistent
- focus on the behaviour, not the individual
- use clear and appropriate language
- apply proportionate and logical consequences
- support pupils to make better choices
- provide opportunities for a fresh start

4. Recording and Reporting

Staff must:

- record behaviour incidents using the school's agreed system

- inform senior leaders of serious incidents
- follow safeguarding procedures where required

Incidents involving prejudice-based behaviour or bullying must be recorded and reported in line with school procedures.

5. Partnership with Parents and Carers

The school values positive relationships with families.

Where concerns arise:

- parents and carers will be informed
- support strategies will be discussed collaboratively
- ongoing communication will be maintained

The school will work with families sensitively where pupils require additional support.

6. Monitoring and Review

The effectiveness of behaviour systems will be monitored through:

- behaviour data and incident logs
- feedback from staff, pupils and parents
- review by senior leaders and governors

Appendix F: Suspension/Exclusion

1. Purpose

Suspension and exclusion are serious sanctions and will only be used where necessary, in line with statutory guidance and the school's commitment to safety, inclusion and fairness.

2. Legal Framework

The school follows:

- DfE *Suspension and Permanent Exclusion Guidance* (current edition)
- Education and Inspections Act 2006

3. Principles

Suspension or exclusion will only be used:

- as a **last resort**
- where there has been a **serious breach or persistent breaches** of the behaviour policy
- where allowing a pupil to remain in school would:
 - seriously affect the education or welfare of others
 - pose a risk to safety
 - significantly disrupt the orderly running of the school

Decisions will be:

- lawful
- reasonable
- fair and proportionate

4. Types of Behaviour That May Lead to Suspension or Exclusion

Examples of behaviour that may result in suspension or exclusion include:

- physical aggression or violence
- verbal abuse or threatening behaviour
- bullying, including discriminatory or prejudicial behaviour
- sexual harassment or misconduct
- possession or use of prohibited items (e.g. drugs, weapons)
- serious damage to school property
- persistent disruptive behaviour
- behaviour that puts others at risk of harm

Each case will be considered individually

5. Safeguarding

Some behaviours may indicate underlying safeguarding concerns.

Where appropriate:

- the Designated Safeguarding Lead (DSL) will be informed
- safeguarding procedures will be followed
- external agencies may be involved

6. Support and Reintegration

The school remains committed to supporting pupils, including during and after any suspension.

Where appropriate:

- reintegration meetings will be held with parents and carers
- behaviour support strategies will be reviewed
- reasonable adjustments will be considered

7. Alternative Approaches

Before considering suspension or exclusion, the school will, where appropriate:

- implement behaviour support plans
- make reasonable adjustments
- seek advice from external professionals
- work closely with families

8. Use of Reasonable Force

In line with DfE guidance, staff may use reasonable force as a **last resort** to prevent:

- injury to a pupil or others
- serious disruption
- damage to property

Any use of reasonable force will be:

- necessary
- proportionate
- recorded
- shared with parents

Further detail is set out in the school's Physical Intervention Policy.

9. High-Risk Behaviour

Where a pupil's behaviour presents a significant or ongoing risk to themselves or others:

- senior leaders will assess the situation
- risk assessments will be reviewed or implemented
- additional support and external advice may be sought
- the suitability of the current provision will be considered

The school has a duty to ensure the safety and wellbeing of all members of the community.

10. Final Statement

The school will always seek to support pupils and avoid exclusion wherever possible. However, maintaining a safe and effective learning environment for all is essential, and decisive action will be taken where necessary. The list below outlines inappropriate behaviours that may warrant a suspension or even permanent exclusion.

CODE		CODE	
PP	Physical assault against pupil including • Fighting / Violent behaviour • Wounding	SM	Sexual misconduct including • Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti
PA	Physical assault against an adult including • Violent behaviour • Wounding • Obstruction and jostling	DA	Drug and alcohol related including • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcoholic abuse • Substance abuse
VP	Verbal abuse/threatening behaviour against a pupil including • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon	DM	Damage including • To school or personal property • Vandalism • Arson • Graffiti
VA	Verbal abuse/threatening behaviour against an adult including • Threatening violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon	TH	Theft including • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
BU	Bullying including • Verbal /Physical • Homophobic bullying • Racist bullying	DB	Persistent disruptive behaviour including • Challenging behaviour • Disobedience • Persistent violation of school rules such as dangerous play • Persistent disrespect to school staff – ignoring school rules
RA	Racist abuse including • Racist taunting and harassment • Derogatory racist statements	OT	Other - this category should be used sparingly and relates to breaches of the school Positive Behaviour Policy not covered in the above categories

	• Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti		
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Notes: