



Sleights Church of England
(Voluntary Controlled) Primary School

Behaviour Policy

Reviewed: May 2025

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

This policy intends to outline the policy and procedure for behaviour at Sleights Church of England (Voluntary Controlled) Primary School. It has been established through consultation with staff, governors and children.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to promoting positive behaviour and managing incidents of inappropriate behaviour.

Our Christian Values of are firmly rooted in this policy. This information is created from staff discussion, ideas and feedback.

This policy was reviewed in May 2025, following discussion and input from school staff, including the wellbeing nurse. As part of this review, the school also considered the Department for Education guidance: “Behaviour in Schools: Advice for headteachers and school staff” (February 2024) as part of this review.

Christian Value	How is this value lived out in our behaviour policy?
Perseverance	<p><i>I can do all things through Christ who strengthens me</i> (Philippians 4:13)</p> <p>We recognise that maintaining positive behaviour across school is an ongoing process, reliant on the dedication and commitment of all stakeholders. Perseverance involves not giving up and trying our very best to model, promote and maintain positive behaviour. This is reinforced by our principle of ensuring that every child is given the opportunity for a ‘fresh start’ at the beginning of each lesson.</p>
Respect	<p><i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12)</p> <p>The Church of England Vision for Education outlines a desire for children to be educated with dignity and respect. This is a key driver for this behaviour policy, as we believe that children deserve both dignity and respect when learning about behaviour. In turn, respect for all adults within the school community is promoted. We recognise that for some children, there could be a number of barriers to positive behaviour and it is our role as a school to identify these and implement strategies to remove these.</p>
Trust	<p><i>My God is my strength in whom I trust</i> (Psalm 18:2)</p> <p>Our behaviour policy is built on the foundations of trust, dignity and respect for our children. Children are trusted to ‘do the right thing’ and staff are equally trusted to offer fair, dignified treatment for all children. At Sleights, we establish environments and relationships based on trust to treat each other as we would wish to be. Furthermore, children trust that their problems are dealt with, their voices heard and they can see things improved and supported for them.</p>

Rationale

"So in everything, do to others what you have them do to you" (Matthew 7:12) firmly roots our approach and teaching at Sleights. It underpins all actions taken by children, staff, governors and families. Our school values are rooted deeply in the teaching of Jesus Christ.

The Church of England's Vision for Education references whole heartedly the aspiration to educate the whole child: "*I came that they might have life, and have it abundantly and in all its fullness*" (John 10:10) The same Vision articulates the principle of education for **dignity and respect**, referencing:

"the basic principle of respect for the value of preciousness of each person, treating each person as a unique individual of inherent worth" (Church of England, Vision for Education)

The key principle and rationale of this policy is to outline, within the teaching of Jesus and the Church of England's Vision for Education how positive behaviour is promoted and inappropriate challenged across Sleights Church of England (Voluntary Controlled) Primary School.

In line with the teaching of Jesus and the Vision for Education, we believe that it is essential that all children are shown that they are cared for and respected across school. Educating the whole child also includes teaching children about behaviour.

Aims

- To promote and live out the vision and values of our school through positive behaviour and conduct of all members of the school community.
- To establish a happy, positive and caring learning environment that promotes perseverance, respect and trust.
- To provide a secure and inclusive environment to learn and value respect for others, in line with the Church of England's Vision for Education and "Valuing all God's Children"
- To provide a safe and caring culture where children feel safe (both offline and online) and are taught about behaviour (including their own and that of others)
- To instil a culture of restorative practices to ensure that children are treated with dignity and respect when approaching behaviour management.

What do we believe? Our statement of behaviour principles

Our behaviour policy is built on the principles that every child is well behaved, enjoys learning and thrives on positive reinforcement in a safe, trusting and respectful learning environment. We actively seek to promote this culture across our whole school learning environment.

A key understanding for all staff, children, governors and families at Sleights in relation to behaviour is that it is all a form of communication. Careful consideration must be made to identify what a child is telling us by the way in which they are presenting. Our understanding is underpinned by the belief that to: "*See a child differently, [is to] see a different child*"

With this in mind, we view aspects of challenging behaviour as barriers for children. Our belief is that all children will behave well if they know how and that no child will not, it just may be that they can't yet. It is the role of those around them, therefore, to identify barriers and remove them. With the analogy of an iceberg, we can identify that what is seen above the surface and how a child presents is very different to the feelings and concerns under water.

Positive behaviour

We believe that recognising and praising positive behaviour is the most effective behaviour management strategy. As a school, we will recognise and praise positive behaviour in a number of ways, including:

Positive behaviour we celebrate and recognise:

- Effort/Determination (with reference to the school's Christian Value of perseverance)
- Excellent ideas
- Making a link
- Asking great questions
- Challenge
- Persevering
- Risk taking
- Learning from mistakes
- Showing the school Christian Values being lived out.

Promoting Intrinsic Motivation

At Sleights, we have adopted a 'Growth Mindset' approach and use principles of this to inform our promotion and praising of positive behaviour across school. The key principles for positive behaviour management seek to build intrinsically motivated learners, who are committed to achieving well for their own growth, not necessarily for a materialistic reward or prize.

Giving Praise

When praising positive behaviour and promoting intrinsic motivation, we adopt five key approaches:

1. Praise effort, not ability
2. Praise specifics, not general
3. Praise privately
4. Praise authentically (not too much)
5. Praise the behaviour (not the child)

How else do we positively promote behaviour at Sleights?

- Verbal or written feedback (in line with the principles above) Verbal praise will be given to children to recognise their manners.
- Headteacher's Award (child is sent to the Headteacher for a specific reason, usually academic related)
- Christian Values Award – certificates presented in worship to celebrate the school values being lived out.
- "Star of the Week Award" – certificates presented by the class teacher to a child for a specific reason (e.g. approach to a piece of work, improvement in a particular area etc.)

Inappropriate behaviour

Behaviour at Sleights is consistently good. Children know the expectations well and rarely deviate from these. However, a clear process for addressing any inappropriate is in place. Our approach offers both dignity and respect for all involved and ensures that behaviour expectations are taught and understood by children, in line with the Church of England's education of the whole child.

In summary, our approach to tackling inappropriate behaviour is:

1. Inform child of inappropriate behaviour "I have noticed that" Explain expectations and offer a chance to improve.
2. Behaviour continues, remind child of expectations and offer a positive as encouragement. Warn child that if behaviour does not improve, they will receive a time out (this will vary in approach across school, depending on age)
3. Time out has not addressed behaviour, see the Headteacher
4. Restart a fresh start for the next session.

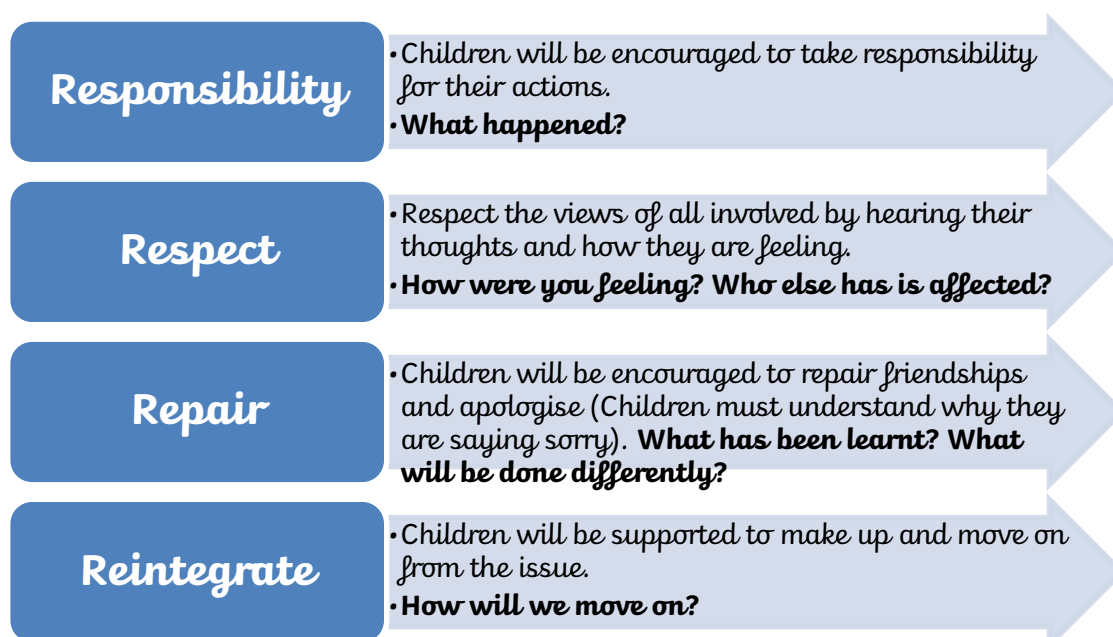
Restorative Practice

We use restorative practices to support our Sleights approach. This approach enables questioning and exploration of issues to support children's understanding, forgiving and making it right. Traditionally, this approach is used for conflict resolution, but the same principles are applied to any inappropriate behaviour incidents.

It is important that behaviour is approached in the same manner, using four key aspects of restorative practice:

- Responsibility
- Respect
- Repair
- Reintegrate

These four key questions should guide any response to address incidents or inappropriate behaviour in the classroom.



Approach incidents of inappropriate behaviour – script/agreed approach

1. Privately and calmly, speak to the child at, or lower than, eye level. Adults should display calm tone and body language.
2. Use language such as “I noticed that...” rather than asking “Why are you...?” (some children may not know) Make reference to our core values and offer a reminder to the child about applying these values to make the situation right again.

I have noticed that you have not started your work today and you are distracting the children around you. You know we are all working hard to be respectful. I need you to try harder to do this.

3. Give the child a chance to make it right (time is needed here)
4. If behaviour is not improving following time and positive praise, a second reminder will be needed in order to clarify expectations and explain that if an improvement is not seen, a time out will be given.
5. Follow through with the sanction. It is important that if a child protests, references to positive examples of behaviour are given, e.g.

Do you remember when you put in lots of effort and concentrated hard yesterday with your maths? That is what I need to see again now.

6. If inappropriate behaviour concerns, the child will receive a timeout. This will vary across school, depending on a child's age and task. For example, in Early Years, the timeout may involve simply moving away from an area, whereas in other classes, this may involve moving to another space in the room to work.
7. If the timeout has not resolved the inappropriate behaviour, the Headteacher should be informed. The child may go to the Headteacher, or the Headteacher called for in the classroom. This stage may involve the child being removed from the classroom to work in an alternative space. This will be communicated with the child's family. This period of time is intended to be short and is unlikely to extend beyond a school day session (equivalent of half a school day).

Exclusion and Suspension

On very rare occasions, the school may suspend or exclude a child from school as a sanction to extreme behaviours.

Types of Exclusion

- **Fixed-Term Exclusions (FTE)** will be for a fixed number of school days. An individual fixed period exclusion should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate back into the school afterwards. They must not exceed 45 school days in an academic year either as a single exclusion or a number of shorter exclusions added together.

If a pupil receives more than 15 days of fixed-term exclusions in a term, governors must meet to review the exclusion. A school can exclude a pupil for lunchtimes but the school should make efforts to resolve any difficulties before using an exclusion. In exceptional cases, a further fixed-term

exclusion or a permanent exclusion can be issued to follow the initial FTE. If this happens, the headteacher must write to the parent/carer to give reasons for the change.

- **Permanent Exclusions (PEX)** are issued when the headteacher believes a pupil should never return to the school because they have seriously or persistently breached the school's behaviour policy and that allowing them to remain in school would seriously harm their education or welfare (or that of others in the school).

This type of exclusion must be reviewed at a meeting by a panel of governors. The pupil and parent/carer will have the opportunity to put their case at the meeting, can be represented by someone who can speak on their behalf and can be supported by a friend, if they wish. If governors agree with the Headteacher's decision to permanently exclude the pupil, pupil and parent/carer have a legal right to a further opportunity to challenge this decision via an Independent Review.

Exclusion as a Last Resort

A pupil will be excluded from school only as a last resort and as a result of serious and/or persistent breaches of the school behaviour policy and where allowing them to remain in school would be of serious detriment to the education or welfare of the pupil or others in school.

Other options should be investigated before resorting to an exclusion. The NYC [Ladder of Intervention](#) provides structured, step-by-step guidance for schools to support individual pupils who have social and emotional needs manifesting in challenging behaviour that could lead to an exclusion. The [guidance](#) details a graduated response to ensure early help is in place to support children and young people with social, emotional and mental health needs, including those that are at risk of exclusion.

Before taking the decision to exclude, the Headteacher will consider the following:

- **What whole-school approaches and provision are in place to support this pupil?**
e.g. whole school behaviour policy and inclusive practice to support behaviour for learning, quality first teaching, etc.
- **What measures or strategies has the school put in place to support this specific pupil?**
e.g. behaviour plan, specific learning support, mental health and wellbeing advice,
- **If there have been multiple, repeat exclusions for similar reasons (e.g. abusive behaviour, drug use, etc.) what has been put in place to successfully address the causes?** Where the school is repeatedly excluding for the same reason, this could indicate unmet needs.
- **What support has been sought from outside agencies, including the Local Authority?**
Through its universal and targeted provision, the LA provides access to a range of services. Has school accessed any of the following?
 - SEND guidance (for pupils with Special Educational Needs or a Disability)
 - Ladder of Intervention
 - SEND Assessment (leading to an Education Health and Care Plan)
 - Local Behaviour Collaborative or the Pupil Referral Service (PRS)
 - Referral to the Locality Hubs to support additional educational and/or social, emotional and mental health needs

- Advice and support from an Educational Psychologist, the Early Help Service, Child and Adolescent Mental Health Service (CAMHS), Youth Justice Service or Children's Social Care
- An Early Help (EH) Assessment and Action Plan

Grounds for Exclusion

In line with paragraph 16 of the statutory guidance, before excluding a pupil permanently, the Headteacher must be convinced that there is sufficient evidence that the pupil has committed a disciplinary offence and that allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.

Protocol – Investigation

Before deciding whether to exclude a pupil the Headteacher should:

- make sure that a thorough investigation has been carried out, consulting others if necessary;
- give the pupil a chance to say what happened;
- think carefully about the evidence available;
- ensure that the exclusion is for the shortest time necessary;
- take into account the school's Behaviour and Equality Policies and, if appropriate, the Race Relations Act and Disability Discrimination Act;
- check whether bullying or racial or sexual harassment (or any other coercion) led to their actions

Protocol – Decision

The decision to exclude (either for a fixed-term or permanently) can only be taken by the Headteacher. Upon coming to the decision to exclude, the school must inform the parent/carer by telephone as soon as possible and follow this with a formal letter. To ensure statutory returns can be made to the DfE and so that alternative education can be put in place (in the event of a permanent exclusion), the school should also inform the Local Authority.

Working in partnership

Our vision at Sleights is based upon "Working together to be happy; to flourish; to succeed" We will always try to work with school families to ensure that pupils behave well both at school and at home. If any pupil lets his or her standards of behaviour fall, we will inform parents and invite them into school to discuss any problems. Similarly, if a child's behaviour is particularly good, or improves significantly, contact will be made with parents to inform them of this.

Equality

Our school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff. We fully support the Valuing All God's Children guidance from the Church of England and are committed to educating our children about loving and respecting ourselves and each other. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Banned items

The following items are banned and must not be brought into school:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

Smartwatches are not allowed in school.

Year 6s are able to bring a mobile phone to school, providing it is switched off and stored centrally with school staff during the school day.

Policy changes as part of the May 2025 review

- Inclusion of 'removal from classroom' in section 7 of inappropriate behaviour response.
- Defined list of banned items included.
- Inclusion of Exclusion policy into this Behaviour policy