

Behaviour policy and statement of behaviour principles

The Crescent Primary School



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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [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' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

As a Rights Respecting School we recognise Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where pupils are ready for learning, respectful and safe.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Physical aggression
- Smoking including vapes
- Racist, sexist, homophobic or discriminatory behaviour
- Online harassment and cyber bullying including use of AI
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images including AI pornography
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content- including AI generated images

4. Bullying

Bullying is defined as the repetitive, 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 include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy <https://primarysite-prod-sorted.s3.amazonaws.com/crescent/UploadedDocument/64817184-d7ec-4c7c-a4d0-d98d33bee9a9/anti-bullying-policy.pdf>

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents (see appendix 3)
- › Calling the behaviour support LSA- who will help regulate pupils and settle them back into their learning
- › The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to follow the schools Ready, Respect, Safe approach:

Ready:

- › We arrive to school on time
- › We wear correct uniform everyday
- › We challenge ourselves in our learning
- › We always try our best

Respectful:

- We embrace diversity
- We listen to others and use positive language with a polite tone
- We care for each other and our school environment
- We allow everyone to learn

Safe:

- We follow adult instructions
- We never hurt others
- We walk quietly and calmly around our school
- We report any concerns about ourselves or others

All Pupils will also:

- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Special responsibilities/privileges
- The children collect class dojos, using an online reward system. These points equate to individual certificates/prizes and points for their house (Bronze-75 points, Silver-100 points, Gold-150 points) Gold award winners also receive a book of their choice. The children's points will reset each term. The Dojo (house) point totals are collected on a weekly basis throughout the year.
- Dojo points as a class aiming for rocket mystery surprise on the school leader board- different increments equal different rewards
- One child from each class receives a weekly values certificate
- The Headteacher/Deputy Headteacher have a weekly prize give with children who have been chosen in celebration assembly.
- Always Awesome- Adventure play time with HT during celebration assembly

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Staff to use this procedure with the children:

Language of the 3C's –this is for everyone

•Correct

Please stop...
You should be...
I need you to...

•Coach

1:1 conversation:

What do you think I need from you?
I've asked you to stop because...
When you do this, it makes me/your peers feel...
This isn't the right/safe choice because...
Let me show you what we need to do...
Anecdotal story of similar event

•Consequence

This isn't ok for you, me or anyone else.

•Re-store

- I really like having you in my class, but it makes me feel... when you show me this behaviour.
- What are you going to do to not repeat this again?
- Possible re-teaching session needed – slip / slides / lesson

Staff language

Correct	You're not listening right now and I need you to be respectful to others Running is unsafe indoors and I need you to be safe You're not getting on with work and I need you to learn
Coach	Can you tell me why you needed to listen to me earlier with the rest of the class? How do you think I felt when I saw you not completing your work and stopping others from learning? How are you going to make sure that this behaviour stops?
Consequence	I've coached you to make a better a choice but you are choosing not to follow my expectations. You will now spend time reflecting on this.
Re-coach	Now that you have had time out to think, can you tell me where you needed to change your behaviour? What do you think we need to do to make sure this doesn't happen again? How do you think I feel when you choose to do this behaviour?

We may use the SLT offices in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT or year group leader classes during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

What are our Zero Tolerances?

- Rudeness/swearing towards staff
- Striking a member of staff
- Physical aggression
- Fighting
- Bullying
- Prejudicial language
- Vandalism/Damage to property
- Theft
- Truancy

All Zero Tolerance incidents to be reported to Year Leaders to be assessed and referred to SLT if needed

Where one of these occur the following consequences will apply:

- Involvement of the Senior Leadership Team (AHT/DHT/HT)-this may be that one of the SLT team take the class so that the class teacher can continue to help the pupil with their behaviour
- Phone call/meeting with parents
- Actions may result in exclusion – lunchtime/temporary/permanent – these may be internal or external exclusions
- Personal support programme
- Involvement of any appropriate outside agencies e.g. Primary Behaviour Support Services

Suggested teacher action for zero-tolerance behaviours:

Behaviour	Outcome	Who? What?
Serious sexualised behaviour or peer on peer abuse	Sexual risk assessment. Potential separation. PANTS programme delivered. IARF's made for all children.	SLT – discussed weekly in DSL meeting. Staff aware. Preventative care taken. Likely to remain on this for school length. Parents informed.
Assault / violence towards self, others, adults and vandalism	Triggers an IBMP – sent to SLT and AC. Possible changes to class or lunchtime provision for child.	Class teacher and year leader. Parents informed.
Racism and any form of discrimination	Reflection pack. Coaching with SLT.	Class teacher and year leader. Parents informed.
Bullying	Meeting with SLT. Parents informed. Antibullying policy followed. Weekly review with SLT/CT for both children. Dropped to bi weekly. Recorded on system.	Class teacher and SLT. Parents informed.
Repeated low-level behaviours x 3 OR 3 visits in one term to duty classroom at lunchtime	Year leader and Class teacher meet with parents jointly. Not at parents evening. IBMP triggered. Sent to SLT and AC. Possible meeting with SENCO also.	Class teacher arranges meeting with year leader. Action plan put in place / IBMP. Positive reinforcer also in place ie. Reward system. SENDCO informed.

7.2 Lunchtime

To support the behaviour at lunchtime, a staff member will be on duty in the reflection room:

The reflection room is for pupils who:

- Meet the behaviour thresholds of serious behaviours of discrimination, spitting, biting, fighting, playfighting, swearing, punching, kicking, headbutting, jumping on another pupil, causing deliberate injury, rudeness to staff
- Bullying
- Repeated breaches of the school rules (e.g. persistent not following adult instructions, targeting other children again and again)
- Sexual harassment (violence, touching without consent, viewing without consent and exposure).
- Vandalism
- Theft
- Any use of a weapon

What happens in the reflection room?

- Pupils will be sent to the room
- Complete a proforma to reflect (bullying, racism, behaviour)
- Adult will have to sit 1:1 with the pupil and reflect (coach)
- The remainder of lunchtime will be spent in the room (at the discretion of the member of staff in the room)
- Class teacher will report to parent the same day

Follow up from a pupil visiting the reflection room

- 1 visit triggers an IBMP for lunchtime behaviour – this will be written and overseen by the class teacher
- The IBMP will then be recorded on CPOMS
- 3 x visits to duty classroom in one term = meeting with parents, class teacher and Year leader
- Action plan to be put into place – this may include the child being placed in other provisions such as clubs, lunchtime club or in a reintegration role which is appropriate.

7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Exclusions internal/external
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

[child-protection-policy.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://primarysite-prod-sorted.s3.amazonaws.com/child-protection-policy.pdf)

[Schools Model Safeguarding Policy \(primarysite-prod-sorted.s3.amazonaws.com\)](https://primarysite-prod-sorted.s3.amazonaws.com/Schools Model Safeguarding Policy)

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

The schools behaviour management systems should be respectful and followed by all staff. Staff should never stand children outside of the classroom or against a wall. Staff should always act professionally and treat children with dignity.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Follow the school behaviour strategy
- Display Ready, Respectful and Safe in the classroom and use the language when talking to the children
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on a physical intervention form and given to the headteacher and reported to parents

Policies

[physical-intervention.pdf](#)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

- We are also a smartphone free school and any smart phone will be confiscated and we will ask the parents to pick it up from reception

8.4 Pupil support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We believe that sometimes incidents of misbehaviour are an indication of an 'unmet need' and we work with parents, children and outside agencies where appropriate to ensure that provision and support is carefully planned to enable a child to succeed and to help support their mental health and wellbeing

Tier 2 Approaches

We recognise that some pupils may need additional support with their behaviour. The Special Needs Co-ordinator (SENCO) monitors the behaviour of individual children in accordance with the Code of Practice (See SEN Information Report). In the case of children with Special Educational Needs, under the category of Social, Emotional and Mental Health, a different, tier 2 approach to managing behaviour may be used. In this instance, the class teacher will work with the school SENCO, SLT, parents and child to create a personalised 'Individual Behaviour Management Plan' with clear targets, support mechanisms, rewards and sanctions. This will outline clear steps that all adults should take when supporting a child at Tier 2. In keeping with the principles of inclusion, we believe that there must be an acceptance by all members of The crescent Primary School community that every child is different. As with any special need, a bespoke approach may be needed.

Strategies and Support

We make use of a wide range of strategies to challenge and support our children where change in behaviour is needed. These are continually reviewed and developed to meet the needs of the individuals and groups. These strategies could include:

- Visual timetables and Now/Then cards
- Cool down corners / chairs in classrooms
- Teaching social skills
- Emotion scales
- Social stories
- Support to develop self-regulation
- Structured play interventions with an adult
- Dedicated adult support / supervision at playtimes
- Home School Link Worker support
- Links with other agencies and schools who can support us with their expertise e.g. CAMHS (Child and Adolescent Mental Health Services), School Nursing Team, Police, Early Help Hub
- Links with Local Authority expertise and support through the Primary Behaviour Service, the Inclusion Officer and Educational Psychology Service

Supporting children who are demonstrating difficulty in managing their emotions

Where children have difficulty in regulating their emotions and behaviours over time, their behaviour will be tracked and monitored to identify patterns.

Staff will:

- Complete an ABCC to identify the trigger for the behaviour, what the behaviour was communicating and the most appropriate consequence.
- Identify new skills that need to be taught to overcome difficulties and consider environmental changes that may help.
- Create an individual behaviour plan for the child, written in partnership with parents and reviewed at least every 6 weeks outlining clear targets, support strategies and reactive strategies
- Produce a 'child friendly' version of the IBMP that can be produced together, showing strengths, targets and strategies for that child.

For further information regarding personalised behaviour plans for individualised support in place for children with social, emotional and mental health difficulties, please see the SEN information report which can be found on the school website.

8.5 Suspensions

The Headteacher (or the Deputy Headteacher in their absence), has the right to suspend a child from school either for a fixed period or permanently. Suspension is a serious step and will only be used when the

Headteacher has determined that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Suspension, whether for a fixed period or permanent will be reported immediately to the Chair or Vice Chair of the Governing Body and to the Local Education Authority.

At The Crescent Primary School, we follow the Hampshire County Council Exclusion Guidelines (a copy of the guidelines is available for viewing at the school office).

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti Bullying policy
- Behaviour principles

Appendix 1: written statement of behaviour principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Our school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by The Crescent Primary School governing board annually.

Table of Changes	
Year	Changes
2024	No Changes
2025	7.1 changed to include an SLT member taking a class so that the teacher can manage the behavior of a pupil. Physical intervention link updated Smart phone update

2026	AI guidance introduced New approach to supporting children with their behavior 12.1

Appendix 2: Behaviour log

Name of child: |

ABCC Chart

Date and time	Antecedent	Behaviour	Consequence	Communicate
	What was happening before? Where and with whom?	What happened?	What outcome did the behaviour achieve?	What might the behaviour have been trying to communicate?
1:15pm				

Actions:

-

