



Together we BELIEVE; Together we ACHIEVE

BEHAVIOUR POLICY

Policy Date:	February 2025			
Policy Review Date: (3 years)	February 2028	Headteacher	R Miah	
Ratified by Governing Body:				
Updated October 2025		Chair of Governors	R Kettle	

Aims and Objectives

At Slater Primary School, we aim to nurture a community where every individual feels valued, respected, and safe. Our behaviour policy promotes kindness, responsibility, and excellence through the lens of Slater’s 5Cs and Core Values. Our school’s primary aim is that every member of the school community feels valued and respected and that each person is treated fairly and well. Our policy is to promote good behaviour and manners, as well as to deter anti-social behaviour. We aim to promote an environment where everyone feels happy, safe, and secure so that all children can take a full and productive part in school life. A high standard of behaviour complements our ethos of equality of opportunity for all (see our Equality Policy for more details). It is our intention that pupils develop an increasing sense of responsibility for their behaviour and are concerned and proactive whenever they recognise anti-social behaviour in others. Bullying is never tolerated (see Anti-Bullying Policy).

We recognise that children gain high self-esteem through the presence of good role models and the support, encouragement, and companionship of family, friends, and school. Consistent and appropriate discipline at home and at school helps children recognise appropriate boundaries. An effective partnership between school, home, and child matters to us (further details are outlined in our Home-School-Child Agreement).

Towards this end we:

- take positive steps to ensure equal opportunities for all
- have a mutually supportive approach
- seek to engender high self-esteem
- aim for consistency
- strive for high standards
- aim to develop good-quality relationships
- celebrate the cultural diversity of our school and community
- have a clear, planned approach

Slater’s Core Values and the 5Cs

Slater’s Core Values are reinforced through the 5 Cs, which guide pupil behaviour and personal development.

The 5 Cs

- **Compassion:** Showing kindness, empathy, and genuine care for others.
- **Courage:** Facing challenges with bravery, embracing new experiences, and standing up for what is right.
- **Citizenship:** Being a responsible member of the school community by helping others and showing respect.
- **Cultural Capital:** Demonstrating curiosity and engagement with the wider world, including the arts, history, and current events.
- **Character:** Exhibiting integrity, resilience, honesty, and a strong moral compass.

Core Value	Linked Cs	How They Reinforce Each Other
Excellence	<i>Cultural Capital, Courage</i>	Excellence is achieved when pupils are curious, engaged with the wider world, and brave enough to challenge themselves.
Inclusivity	<i>Compassion, Citizenship</i>	Inclusivity is lived through kindness, empathy, and a sense of responsibility to others.
Respect	<i>Compassion, Citizenship, Character</i>	Respect is deepened by moral integrity, empathy, and responsible behaviour.
Resilience	<i>Courage, Character</i>	Resilience is built through facing challenges and developing inner strength and honesty.
Community	<i>Citizenship, Compassion</i>	A strong community thrives on shared responsibility, care for others, and active participation.

Rewards

Verbal and written messages: Teachers meet informally with parents/carers or send a note to tell them about their child's academic and personal achievements before or after school, such as postcards for positive messages home.

Lunchtime stickers: If children are particularly well behaved, for example, use their manners at the lunch table or help organise games, lunchtime supervisors give children stickers.

Class rewards: Teachers may agree an additional rewards system with their class. This helps children develop a sense of democratic participation. Children can be awarded stars, stickers or points to celebrate positive learning behaviour and academic attainment. The whole class can be rewarded with Golden Time – a session when the class chooses their own activity.

Individual rewards: It can be helpful for an individual pupil to be set behavioural goals or targets. There are a variety of circumstances or reasons why a pupil may struggle with his/her behaviour at a point or period in his/her school life; individuals may or may not have special educational needs (see Special Educational Needs Policy). An individual pupil's additional needs will be discussed with his/her parents, as appropriate.

Headteacher Award: Slater's 5Cs are an integral part of the Headteacher Awards, celebrating pupils who demonstrate excellence across five key areas. These values complement Slater's Core Values and help nurture well-rounded, confident, and responsible individuals.

To achieve an HT Award, pupils are encouraged to:

- Consistently be kind and supportive to others.
- Show bravery in both learning and social situations.
- Take responsibility and contribute positively to school life.
- Explore and appreciate diverse cultures, ideas, and experiences.
- Uphold strong personal values, embody Slater's core values and British values, and demonstrate resilience by bouncing back from setbacks.

Each class will nominate five pupils per big term, recognising one pupil for each of the 5 Cs; these children will receive a Headteacher's Award certificate. Additionally, a special award will be presented to a sixth pupil who exemplifies all five qualities throughout the term.

Sanctions

The class teacher discusses school rules and rules within the class at the start of the academic year and periodically thereafter. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class. The school employs a number of sanctions to enforce school rules, to ensure a safe and positive learning environment. We endeavour to use each behaviour management strategy appropriately to each individual situation.

Reminders: We expect children to listen attentively in lessons and to respond to instructions. We expect children to try their best in all activities. We also expect all children to ask for help if they need it. If a child does not do these things, he/she will be reminded to do so. Staff consider reasons why a child may be unable to perform at the standard expected or ask for assistance e.g. a child may be feeling poorly or struggling to follow a class discussion or new task. Extra support will be given to the child, if necessary.

As a consequence of inappropriate behaviour, the student may have their name written on the board. This serves as a reminder of the expectations for respectful conduct in the classroom. Repeated offences may lead to further actions, including a discussion with the student about their behaviour or a meeting with their guardians. The goal is to encourage positive behaviour and ensure a conducive learning environment for all.

Reprimands: If a child exhibits a careless attitude, misbehaves or is disruptive, the child will be reprimanded. A reprimand may also involve another sanction. If there is a pattern of this kind of behaviour, support may be sought from the SENCo and/or the pastoral support team.

Time out: So that a child has the chance to calm down and/or reflect on his/her behaviour, he/she may be asked to remove him/herself from the rest of the class/group. The child may remain in the classroom, be sent/taken to a neighbouring classroom or be asked to stand outside the head teacher's office for a short period. The child may be asked to miss some or all of their playtime. During playtime, these children may be asked to stand against the playground wall or to complete a task indoors supervised by an adult.

Activity Stopped: The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from participating. If necessary, the lesson may be postponed.

More senior staff involvement

At the initial stage of his/her behaviour being managed, we expect a child to respond positively to the support and advice offered, regardless of the adult's role in school. However, if he/she does not, a more senior member of staff will be informed: for example, a lunchtime supervisor will inform either the lunchtime manager or the child's class teacher. Persistent poor behaviour could result in a child being sent to the Assistant Headteacher, who will ascertain the correct sanction or support initiative required. A child will always be sent to the Headteacher for serious one-off incidents.

Report Card

If a child's behaviour is persistently poor, ways to improve will be discussed with the child and any signs of improvement or otherwise will be recorded on a report card. The terminology used with the child and the design of the report card will be appropriate to their age and needs; for example, the report card could be a Sticker Chart or a detailed hourly/daily record. It will be used as evidence for further discussion.

Exclusion

Internal exclusion may be used for up to three days to signal to a child and to parents that fixed-term exclusion has been considered. An internal exclusion involves the child remaining in school but isolated from his/her usual peers whilst supervised by a member of staff. The child will be expected to do work that is set and marked by his/her class teacher. Alternatively, the head teacher has the option to impose a Fixed Term Exclusion requiring the child to remain at home

for persistent poor behaviour or serious one-off incidents. Permanent exclusion would always be a last resort and, therefore, is extremely rare (see Exclusion Policy).

Responding to Misbehaviour from Pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess whether a sanction is appropriate and, if so, whether reasonable adjustments need to be made to it.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether the pupil has any underlying needs that are not currently being met.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school is concerned about a pupil's behaviour with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. At Slater we have a dedicated CFW Team who support children to reintegrate with their peers after a sanction and have a daily port of call if they feel anxious or upset.

Physical Intervention

All staff are aware of the current regulations regarding the use of reasonable force, as set out in the Department for Education's guidance Use of Reasonable Force in Schools (updated January 2025). Physical intervention is only used when necessary to prevent injury to a pupil, staff member, or others, or to prevent serious disruption. Staff do not hit, push, or slap pupils.

Any use of force must be reasonable, proportionate, and in the best interests of the child. From September 2025, all significant incidents involving the use of force must be recorded and reported to parents in line with statutory requirements.

The Extent of Headteacher’s Power to Discipline:

Under the Education and Inspections Act 2006, headteachers have the legal authority to discipline pupils for poor behaviour that occurs outside of school premises, even when pupils are not under the direct supervision of school staff.

This applies when a pupil is:

- Participating in a 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 the school

In addition, disciplinary action may be taken for off-site misbehaviour at any time, regardless of whether the pupil is identifiable as part of the school, if the behaviour:

- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could negatively impact the reputation of the school

While sanctions such as detention will only be administered when the pupil is under the lawful control of school staff (e.g. on school premises or during a school-organised activity), the school may still take disciplinary decisions in response to off-site misbehaviour that meets the criteria above.

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head teacher or a DSL will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

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

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing.

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

Parental Involvement

We try to build a supportive dialogue between the home and the school so that children receive consistent messages about how to behave at home and school. We inform parents and carers if we are concerned about their child's welfare or behaviour. If a child repeatedly acts in a way that disrupts his/her learning or that upsets others, the school contacts the child's parents or carers and seeks an appointment to discuss the situation to improve the child's behaviour.

Likewise, parents can tell us if they have any concerns regarding their child's welfare or behaviour – they should approach the child's class teacher in the first instance. For example: we think it is reasonable for parents to ask why their child was reprimanded or had time out; we think it is reasonable for parents to inform us of incidents in school that may have been unobserved; and we are grateful for parents telling us about changes in circumstances at home that may affect their child's behaviour in school. If a parent asks for support managing their child's behaviour at home, the school will endeavour to signpost sources of support. If a pupil's behaviour outside school affects discipline and school safety, sanctions may apply (including Exclusion). If a parent has an issue about how their child has been treated in school and they do not feel this has been resolved through discussion with the child's teacher, they should ask for information on/follow the school's Complaints Procedure.

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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Child-on-Child Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse, including: bullying (including online bullying), physical abuse, sexual violence and sexual harassment, sexting (also known as youth-produced sexual imagery), and initiation/hazing type violence and rituals. This abuse can: Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences; Result in significant, long-lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm; Be indicative of concerns within the life of the child who perpetuates the behaviour e.g. Safeguarding concerns.

Children or young people who harm others may have additional or complex needs, e.g., Significant disruption in their own lives, Exposure to domestic abuse, witnessing or suffering from abuse, Educational under-achievement, and involvement in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and will use this policy guidance to help.

For further information see our Safeguarding and Child Protection Policy.

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Monitoring and Review

Pupils' behaviour is monitored by the school in a variety of ways, including:

- The recording of incidents on CPOMs by all members of staff. This record is regularly audited and reports analysed.
- Observing pupils in routine situations (in lessons, in assemblies, on the playground, in the dinner hall, moving around the school);
- Observing pupils in situations that are different to the norm (e.g., when on school visits and residential visits, interacting with visitors to the school, fun/festival/charity fundraising days, evacuation drills, taking messages to other staff, carrying out roles of responsibility);
- Records of playtime/lunchtime accidents and incidents;
- Records of persistent poor behaviour or serious one-off incidents; and
- Records of exclusion.

An incident is judged as 'serious' in relation to health and safety and school rules/accepted norms. In addition, we view any infringement of our Single Equality Policy as a serious incident; for example, any racist behaviour. A central record of these incidents is held by the head teacher. An investigation into an incident does not in itself indicate that the matter is serious.

Legislation, Statutory Requirements and Guidance

This policy is based on current legislation and guidance from the Department for Education (DfE), including:

- Behaviour in Schools: Advice for Headteachers and School Staff (2022 and updated February 2024)
- Searching, Screening and Confiscation: Advice for Schools (2022)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (August 2024)
- Use of Reasonable Force and Restrictive Interventions in Schools (effective from September 2025)
- The Equality Act 2010
- Keeping Children Safe in Education
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice

Roles and Responsibilities: The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Roles and Responsibilities: The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the Governing Body
- Giving due consideration to the school's written statement of behaviour principles
- Approving the behaviour policy and ensuring it reflects current legislation and guidance
- Creating and maintaining a school environment that promotes positive behaviour and high expectations
- Ensuring that staff respond to poor behaviour consistently, fairly, and effectively
- Monitoring the consistent implementation of the policy across all groups of pupils
- Ensuring that all staff understand the school's behavioural expectations and the importance of upholding them
- Providing new staff with a clear induction into the school's behaviour culture, including rules, routines, and strategies to support all pupils in participating fully. This process is supported by senior leaders
- Ensuring staff have access to appropriate training in behaviour management, including understanding the impact of special educational needs (SEND) and mental health on behaviour

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- Ensuring this policy aligns with the school’s safeguarding policy, so that pupils receive both appropriate sanctions and support when needed
- Regularly reviewing behaviour data (e.g. via CPOMs) to identify patterns and ensure that no pupil groups are being disproportionately affected by the policy

Roles and Responsibilities: Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school’s expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Parents and carers
- Parents and carers, where possible, should:
 - Get to know the school’s behaviour policy and reinforce it at home where appropriate
 - Support their child in adhering to the school’s behaviour policy
 - Inform the school of any changes in circumstances that may affect their child’s behaviour
 - Discuss any behavioural concerns with the class teacher promptly
 - Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school’s key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don’t meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.