

Athelstan Primary School

Behaviour Policy

Approved by: Governors

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Athelstan Primary School is a culturally and socially diverse school, aiming to promote true partnerships between staff, children and parents. Athelstan Primary has high expectations for all of our learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in our learners' behaviour and conduct. Relationships among learners and staff reflect a positive and respectful culture. We expect our staff to be powerful role models for the pupils, showing courtesy and consideration to others. Our staff respect their pupils and pupils know that they can raise issues with staff and feel supported. Pupils value the fact that they know that praise and consequences would be consistent from any member of staff. We are committed to creating a culture and ethos of respect, tolerance, acceptance of diversity and a mindset that abuse can happen and will happen to our children; we are aware that such a school culture will make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Children are motivated to learn when they are valued. We have the expectation that our pupils have a positive attitude to their education. Our pupils are committed to their learning, know how to learn/ study effectively and do so, showing resilience to setbacks and pride in their achievements.

We encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. The emotion tokens are a key tool used in school to help with this. This model is embedded from our youngest children in reception, which teaches the children from a young age that there is a platform for their voices to be heard and acted on.

Pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate, dismiss or accept abuse

Our approach is supportive and protective. We teach our pupils that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means.

Our RSHE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

This policy sets out the aims of the school in relation to achieving good standards of behaviour and includes the strategies to be followed. It details the systems and procedures within the organisation and management of the school to ensure that these aims and strategies are implemented effectively, monitored and reviewed. Our policy can only succeed if everyone within the school community works together to put it into practice. All adults recognise the importance of applying the behaviour policy consistently and fairly across the school.

An individual's true potential can only be achieved in a calm, safe atmosphere where energies are not wasted on disciplinary issues. Learners are very proud of their school. They enjoy being in a well-ordered and calm environment where they know they are safe from any form of harassment.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regard 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](#)
- [Mobile phones in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Restrictive Interventions](#)

- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)

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 should publish their behaviour policy online

3. Definitions

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
- Not following school protocol regarding handing mobile phones in
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives, weapons or blades (eg Stanley knife blades)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

Child on Child abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying); bullying can be defined as "behaviour by an individual or a group, **repeated over time**, that intentionally hurts another individual either physically or emotionally." (DfE "Preventing and Tackling Bullying", July 2017)
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting and upskirting.

All staff should be clear as to our school's policy and procedures with regard to Child on Child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

4. Bullying

Bullying is defined as "behaviour by an individual or a group, **repeated over time**, that intentionally hurts another individual either physically or emotionally." (DfE "Preventing and Tackling Bullying", July 2017); 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

Bullying can include:

| Type of bullying | Definition |
|------------------|------------|
|------------------|------------|

| | |
|---------------------------|---|
| Emotional | Being repeatedly unfriendly, excluding, tormenting |
| Physical | Repeatedly hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching |
| Direct or indirect verbal | repeatedly name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | <p>Bullying that repeatedly takes place online, such as through social networking sites, messaging apps or gaming sites</p> <p>Many popular apps, such as WhatsApp, Snapchat, TikTok and Instagram, have age restrictions (usually 13+). We understand that, in reality, some children may use these platforms outside of school. However, the age restrictions represent the fact that the complexity of social skills needed to manage online relationships are beyond most primary age children. They often result in difficulties for them to resolve conflicts and fallouts. Therefore, we would strongly advise parents to monitor how children are accessing apps at home.</p> <p>At Athelstan, we will let parents know if we become aware of any issues linked to these apps, and we kindly ask for your support in helping children manage these situations at home.</p> <p>If problems do spill over into school and go against our behaviour policy, we will always address them fairly and apply appropriate school sanctions.</p> <p>By working together, we can help children to stay safe online and make positive choices in their use of technology.</p> |

Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Governors will 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 Governors.

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
- 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 our OBE (outstanding behaviour expectations)

1. I follow and respond to our expectations of behaviour, even when I am not directly supervised and do not need reminding of the rules
2. I am thoughtful and respectful of everyone in our school community
3. I am courteous and well-mannered at all times
4. I make the most of my learning by listening well and contributing to lessons
5. My attendance is good
6. I support my own learning by completing homework challenges, expanding my vocabulary, reading widely and learning my times tables
7. I am an active member of 'Team Athelstan' and show responsibility for my actions by looking after my own belongings and the school environment
8. I always tell the truth

We have the expectation that the vast majority of learners are excited about learning and are very ambitious. We want our learners to show excellent levels of commitment to their learning. We expect our learners to take great pride in their own behaviour and to be proactive in developing whole school and classroom behaviours. Our learners know what is acceptable and what is not. Pupils demonstrate their ability to learn independently and are encouraged to ask questions and to support each other through peer assessment. Pupils know that there is a high expectation that they are productive in lessons.

7. Rewards and sanctions

7.1 List of rewards and sanctions

- We praise and reward children for good behaviour in a variety of ways:
- Staff congratulate and praise children;
- Staff give children table/team points, raffle tickets and stickers;
- Marbles are given out in class with the aim of filling the class marble jar. The resulting class treat is agreed in each class with the pupils and their teacher;
- Staff may give children extra playtime as a reward for exceptional behaviour;
- Each week, a child is nominated from each class to be 'Gold Award' winner. The child is given a trophy to keep at home for the week and given a 'Gold Award' certificate' during phase achievement assembly. This can be for exceptional work or behaviour.
- Each class may determine their own unique classroom rules at the start of the school year to ensure that all children know what is expected of them and have ownership of the rules. These will be displayed in each classroom. These rules will be reinforced at the beginning of each term during standard setting.
- All children are involved in lessons in RSHE (Relationships, Sex and Health Education) and Circle Time. During this time relevant issues are discussed to promote good relationships between all children and adults. For children joining Athelstan mid-term, the class teacher will ensure they are made fully aware of the rules and the behaviour policy. British values, including tolerance, respect, democracy and the rule of the law, will be promoted.

- Positive healthy lunch choices are also encouraged and rewarded with stickers.
- Children who have 100% attendance at the end of each term are celebrated. Children who have 100% attendance all year will also be celebrated and will have a reward chosen by the children.

7.2 Sanctions

- The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- In Foundation Stage, it is recognised that the children are new to school and young in age. They need time to get used to the expectations and boundaries of a new setting and to get used to learning alongside unfamiliar children in a larger setting than they are previously used to. Sometimes, there can be misinterpretation of an accidental physical contact and such situations are dealt with in circle times, as well as the personal, social and emotional development aspect of the Foundation Stage curriculum. Where there are repeated incidents of unwanted behaviour, in spite of the above, the staff will use the traffic light system if they feel this is appropriate. If a child is put on a RED this will involve a time-out in their classroom to have some 'thinking time'. This will be followed up with reflection with an adult to focus on making good choices in future. The staff will inform parents/carers at the end of the day.
- In year one, the same procedures for the foundation stage will apply because we recognise that developmentally children in year one are still at a similar stage and that they still need support to manage their feelings and behaviour and to self-regulate. As the children move through the year, the expectation to achieve this more independently will get higher and if a child is put on RED for a second time in one week they may be sent to a paired class to have their time out, if the adult feels it will have more impact on their behaviour.
- The school operates a system of warnings. If a child misbehaves s/he will be given a 'verbal warning'. This gives the child the chance to stop the inappropriate behaviour, using the language of choice, without any written record of the incident. However, if this behaviour persists, an amber warning will be given, with the child's name moved on the traffic light to orange.
- At every opportunity, the staff member encourages the child to think about their behaviour. If the behaviour stops, the child's name is moved back to green.
- Children who continually disrupt the class, making it impossible for the teacher to teach and the other children to learn, will be sent to their paired class for 10 minutes. This is known as a 'red time'. 'RED time' involves Repair by Evaluating and Discussion. Parents/Carers will be informed at the end of the day, so that they can help to encourage an improvement in their child's behaviour.
- 2 'red times' in a week will result in a missed playtime and the class teacher communicating this to parents/carers. 4 'red times' in a week will result in a phase leader contacting parent/carers and lunchtime missed. 2 red lunchtimes in a half term (8 reds in a short space of time) will result in a child and parent/carers meeting with the Headteacher or Deputy Headteacher. The child may be placed on a Report Card for an agreed number of days.
- Children who are persistently showing inappropriate behaviour or choose an unacceptable act of conduct may be asked to spend time with a member of staff (normally one of the senior leadership team), following an investigation into the incident. This will be discussed with parents/carers. The child will be given appropriate work to complete and will spend the time alone, supervised at all times by a member of staff and be given the opportunity to reflect on their behaviour. This is not the same as seclusion, which is detailed in the Restrictive Interventions Policy.
- Children who persistently display inappropriate behaviour at lunchtime or break time will not be allowed out at these times, but will be supervised elsewhere by a member of staff and may be given tasks as a result of 'red time' discussions.
- Behaviour Charts are sometimes used by class teachers to focus children's attention on their behaviour in each and every session. These have tailored rewards for the individual child to work towards.
- Suspension is used only as a last resort when a pupil's behaviour poses a serious risk to the safety, learning, or wellbeing of others, or when all other behaviour management strategies have been exhausted. The decision to exclude is made by the Headteacher in line with statutory guidance and will always be fair, proportionate, and thoroughly documented. Parents and carers will be informed immediately, and the school will work with them to support the child's successful return wherever possible. During any such period, appropriate work will be provided so that learning can continue. Our goal is always to address the underlying causes of behaviour and to reintegrate the pupil positively back into the school community.

With **Child on Child abuse**, school's response will be:

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

We will endeavour to support and listen to all of the pupils involved. As with any issues in school, the alleged perpetrator(s) will be offered support so that they can change their behaviour. We will carefully balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). We will always get parents/carers involved immediately and support them to understand the process.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments; context will impact how we handle each incident. We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Appropriate sanctions may be:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- A period of time away from peers with work to complete and supervised by a member of staff
- Referring to appropriate agencies when a need is identified or the child is at risk.

Support

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

We will always offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Gently but firmly we will condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

A summary of unacceptable behaviours is included below:

ATHELSTAN PRIMARY SCHOOL

BEHAVIOUR GUIDELINES

| If | Then this will happen |
|--|--|
| If a child misbehaves | S/he will be given a 'verbal warning'. This gives the child the chance to stop the inappropriate behaviour, using the language of choice, without any written record of the incident. |
| If this behaviour persists | An amber warning will be given, with the child's name moved on the traffic light to orange. |
| If the behaviour stops | The child's name is moved back to green. |
| If the child continues to display inappropriate behaviour , within 30 minutes | A red, which results in 'red time' will be given and recorded. 'RED time' involves Repair by Evaluating and Discussion. Parents/carers will be informed at the end of the day, so that they can help to encourage an improvement in their child's behaviour. A red time in Foundation Stage will not necessarily involve being sent to KS1. It could be "time out" within the Foundation Stage environment and a discussion with parents. |
| If there are 3 'red times' in a half term | The year group leader will contact parents/ carers. |
| If there are 6 'red times' in a half term | The year group leader/ Deputy Headteacher will meet with parent/carers. |
| If a child persistently chooses inappropriate behaviour | The child may be placed away from their peers with a member of staff, following an investigation into the incident. This will be discussed with parents/carers. The child will be given appropriate work to complete and will spend the time alone, supervised at all times by a member of staff and be given opportunity to reflect on their behaviour. |
| If swearing is used by a child towards a peer or an adult | This results in an automatic 'red time'. Time away from peers may also be used and a restoration process, including an apology. If behaviour of this nature continues, it could result in a suspension or permanent exclusion. |
| If a child persistently displays inappropriate behaviour at lunchtime or break time | The child will not be allowed out at these times, but will be supervised elsewhere by a member of staff and may be given tasks as a result of 'red time' discussions. |
| Pupils physically abusing another pupil by kicking, hitting etc including fighting | This will result in an automatic 'red time'. Further context or instances of inappropriate behaviour may lead to time away from peers with an adult. Such an incident could also result in a suspension or permanent exclusion. |
| Pupils verbally abusing another pupil or adult, by threats, | Will result in an automatic 'red time' and could result in a suspension or permanent exclusion. |

| | |
|---|---|
| teasing, racist comments, comments about weight or homophobic taunts | |
| Physical violence towards a child or adult, which may result in injury | Could result in a suspension or permanent exclusion. |
| Running out of school | Could result in a suspension or permanent exclusion. |
| Bullying | Could result in a suspension or permanent exclusion. |
| Persistent Disobedience | Could result in a suspension or permanent exclusion. |

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This **could** include behaviour during school holidays that affects the wellbeing of another child. We will involve parents as part of the discussion and appropriateness of sanctions - but this is ultimately at the school's discretion.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. This may include a suspension or permanent exclusion.

Please refer to our Whistleblowing Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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
- Display the pupil code of conduct or their own classroom rules
- 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

Please refer to our Restrictive Interventions Policy for further information.

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 will follow Dynamis advice and 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 and reported to parents
- Be proportionate and necessary

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 parents 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](#).

Mobile phones can only be brought into school by pupils in Y5 and Y6, whose parents have given permission. Mobile phones must be handed in to the class teacher on entering the classroom. Pupils attending Breakfast Club must hand them in to the staff member taking the register. Mobile phones may be confiscated and will be returned to the pupil at the end of the day. Please refer to the new Mobile Phones Policy, published in April 2026.

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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of INSET days and staff meetings. Dynamis training is accessed by key members of staff to ensure de-escalation is the main focus and that restraint is used appropriately, if needed.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Governors annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy.

Appendix 1: written statement of behaviour principles

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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 Governing Body annually.