

# Behaviour Policy and Statement of Behaviour Principles



The  
Smallberry Green  
Primary School  
BE THE BEST YOU CAN BE

**Approved by:** Scott Wallace-Cotter

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a **consistent approach** to managing behaviour.
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **our expectations of behaviour**
- 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 in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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
- Deliberate non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

#### **Serious misbehaviour**

The school defines the following as serious misbehaviour, however it is not an exclusive list:

- Repeated breaches of the school rules
- Any form of bullying
  - Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting or physical assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons or any other potentially dangerous items
- Stolen items
- Alcohol
- Illegal drugs
- 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)

Smallberry Green Primary School has a 'zero' tolerance policy to the behaviour described above and these could lead to a permanent exclusion.

## 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                                        |
| Racial                                                                                                    | Racial taunts, graffiti, gestures & use of offensive language                                                      |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

|                                                                                                                                                                                |                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> |                                                                                                                                                                               |
| 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                                                                     |

Any allegations of bullying reported by parents, children or staff are treated seriously. All allegations of bullying are recorded on [CPOMS](#), outlining all details including names of victims and perpetrators, as well as details of incidents.

Cases are then passed to the phase leader in the first instance. Children are questioned individually with two adults present, and conversations are logged. Once all information is gathered, it is then discussed with SLT as to the next step in the process (see section 7 for sanctions). Parents of both the victim and perpetrators are informed of all investigations and the outcomes.

Smallberry Green provides support for the victims of bullying through the use of ELSA (Emotional Literacy Support Assistant) trained Learning Support Assistants who are trained and supported by Hounslow Educational Psychologists.

Smallberry Green has different whole school focuses throughout the year, concentrating on the promotion of Ready, Respectful and Safe. These feature in assemblies, PSHE sessions, circle time and are visible in the school learning environments.

## 5. Roles and responsibilities

### 5.1 The Governing Board

The Smallberry Green Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Smallberry Green Governing Body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

### 5.2 The Head Teacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Staff**

Staff are responsible for:

- Implementing/demonstrating consistent, positive and calm adult behaviour
- Implementing consistent, relentless routines to ensure an orderly environment
- Providing a personalised approach to the specific behavioural needs of particular pupils
  - Abide by Smallberry Green's 'Home-School Agreement', which outlines the respective roles of parents, pupils and the school.
- Recording behaviour incidents using CPOMs

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are strongly encouraged to:

- Support the school in encouraging their child to follow the pupil code of conduct
  - Abide by Smallberry Green's 'Home-School Agreement', which outlines the respective roles of parents, pupils and the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend all consultation meetings

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

## 6. Pupil code of conduct

### Expected Behaviour

- Ready
- Respectful
- Safe

Ready, Respectful and Safe are the three rules that we will be referring to throughout daily school life which enable us to remind the children of our basic behaviour principles.

### Serious Behaviour

Behaviour that is not accepted in our school

- Violence
- Threatening behaviour including bullying
- Deliberate disobedience/[refusal](#)
- Discrimination
- Deliberate vandalism of school property
- Lying
- Behaving in a way that brings the school into disrepute, including when outside school.

## 7. 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 (this can be found on the school website and from the school office on request).

## 8. Rewards and sanctions

### 8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Positive praise given.
- Movement on recognition board.
- First attention for best conduct.
- Praise shared with parents at home time.
- Weekly postcards and phone calls home to parents
- Celebration of success in assemblies and the school newsletter
- **House-points**

The school may use the following strategies to help manage behaviour

- 30 second scripted intervention (See Appendix 4)
- Reminder, caution, last chance, time out, restorative follow up
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Fixed term internal exclusion, fixed term external exclusion or permanent exclusion

Lunchtime staff follow the same procedures when dealing with behaviour before recording any incidents and reporting to the class teacher for follow up as necessary. Any racist incidents are reported immediately to the Headteacher who will log the incident and inform the Governing Body.

For the majority of children, the nature of our approach to managing behaviour and Home/school agreement will be sufficient to ensure good levels of behaviour. However, for some individuals it will be necessary to move beyond this approach due to the nature of their behaviour. In such circumstances, parents will be contacted by the school to discuss appropriate strategies to improve their child's behaviour.

### 8.2 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.

### 8.3 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.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

## 9. Behaviour management

### 9.1 Classroom management

Teaching and support staff are responsible for creating and sustaining a positive and secure environment.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged and have a positive attitude to their learning and studies
- A range of learning opportunities to inspire, challenge and motivate all pupils.
- Display and make use of a recognition board to recognise first attention to best conduct.
- Model calm and consistent adult behaviour at all times.
- Refer to our school rules of Ready, Respectful and Safe on a regular basis.
- Develop a positive relationship with pupils, which should include:
  - Meet and Greet children as they enter and leave the classroom.
  - Never leaving the pupils unattended in class.
  - First attention for best conduct (adults to recognise and praise expected behaviour).
  - Giving children responsibility whenever possible.
  - Establishing relentless routines to embed consistency
  - Model the behaviour they expect from children at all times
  - Treating each child as an individual.

### 9.2 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 and reported to parents (see appendix 2 for a behaviour log)

### **9.3 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](#).

### **9.4 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 to create the plan and review it on a regular basis.

## **10. 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 consistent, all adults use the same strategies when managing behaviour. Information may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

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

Managing behaviour will also form part of continuing professional learning.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the Assistant Head Teacher and the Smallberry Green Governing Body every year. At each review, the policy will be approved by the Head Teacher.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Race Equality policy

- Allegations against staff

## **Appendix 1: Written statement of behaviour principles**

- Every pupil understands 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 and referred to, 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 expected to take responsibility for their actions
- Families are involved in both positive and negative 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 Smallberry Green Governing Body every year.

### **Crisis Management**

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

In addition the school agrees that:

- Members of the Senior Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission the Headteacher or Deputy is informed. They will confirm that the child is not in the school or the grounds. The police will be contacted, and the parents will be informed immediately.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Sending a child for help from other staff.
- Issuing instructions for the child to stop, clearly using their name.
- If circumstances allow, removing the child from the area where they are causing disruption.
- If necessary taking the class out of the room, leaving the child with an adult.

- Reassuring the class afterwards. It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves.

## **Exclusion**

The school follows the DfE and Local Authority guidance only the Head Teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned.

A decision to exclude a child will be taken if:

- The pupil seriously breaches the school behaviour policy
- A range of alternative strategies have been tried and failed
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.
- Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents over a period of time, which may or may not grow in seriousness.

Before reaching a decision the Head Teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events in the most appropriate manner – this could be through a parent or carer.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others. The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school. Searching and Screening Smallberry Green Primary School adheres to guidance from the Department for Education 2018. The Head teacher and teaching staff have a statutory power by law to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- And any article that the member of staff 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 (include the pupil).

## **Confiscation**

School Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools can also search with pupil's verbal consent for any item under common law.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Dependant on the items confiscated, these will be returned to the parents of the child.

## Appendix 2: Home School Agreement



### **The Smallberry Green Home School Agreement School Agreement**

The School will:

- Provide a safe and happy environment for all children.
- Encourage children to be the best they can be.
- A range of learning opportunities to inspire, challenge and motivate all pupils.
- Aim to achieve the highest academic standards through a rich and well balanced curriculum that is inspiring and engaging.
- Be open and welcoming and offer opportunities for parents to be involved in the life of the school.
- Report formally on your child's progress each term.
- Provide home learning to support the curriculum.

### **Parent / Carer Agreement**

The Parents will:

- Foster a positive attitude towards education and the school.
- Ensure that their child attends school daily, and arrives and is collected on time.
- Ensure that their child wears the correct school uniform including PE kit.
- Inform the school if their child is absent by 9am via telephone on first day of absence and update the school on subsequent days.
- Make the school aware of any concerns that might affect the child's work or behaviour as soon as they become apparent.
- Support their child's learning by reading and completing home learning at home.
- Attend parent meetings.
- Meet payment and booking deadlines.
- Support the school's guidelines for behaviour.
- Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour, in person, by telephone and in writing.
- Support the school approach to online safety.
- Not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- Ensure access to electronic games and devices is restricted (particularly overnight)
- Ensure our children only have access to age-appropriate games and apps
- Ensure my child gets enough sleep before school.

### **Pupil Agreement**

The Pupils will:

- Come to school daily and on time.
- Wear the correct school uniform with pride.
- Be the best that they can be in all aspects of school life.
- Look after their school and surroundings
- Be ready, respectful and safe.

Parent signature:

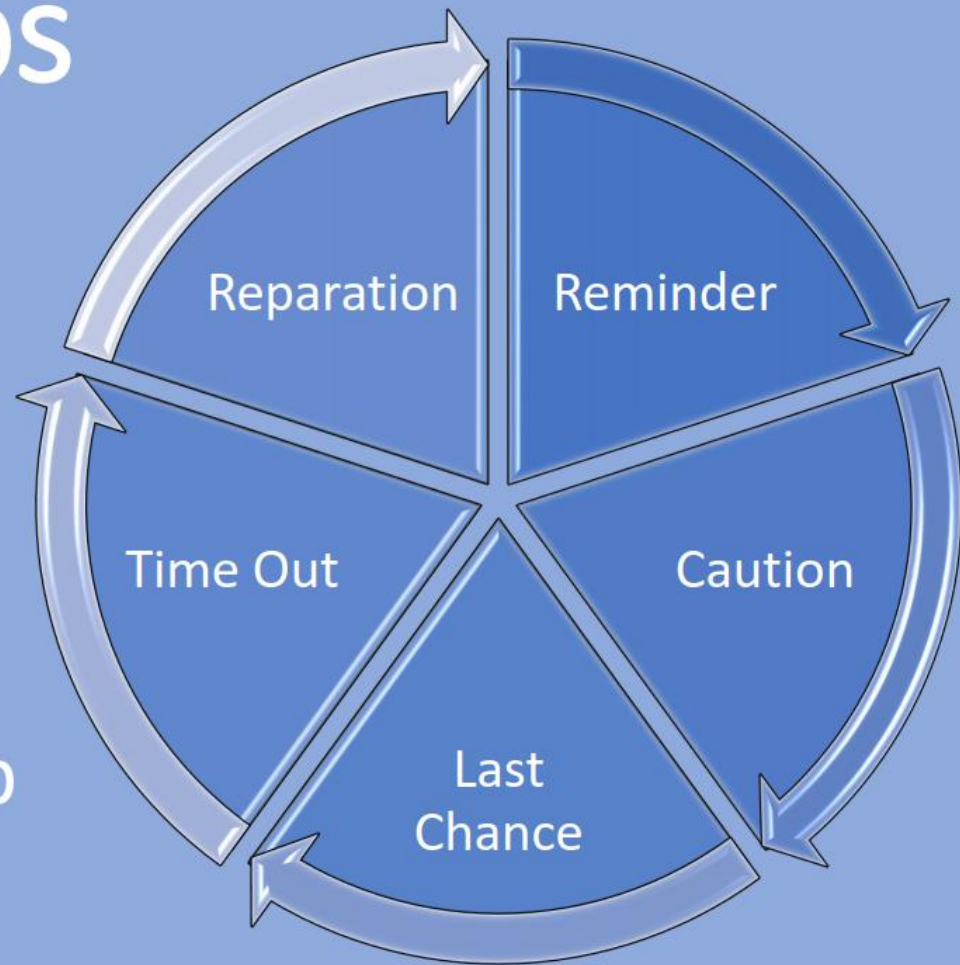
Pupil signature:

Head Teacher signature:

## Appendix 3: Sanction Steps

# Sanction Steps

- Reminder
- Caution
- Last Chance
- Time Out
- Restorative follow up



# 30 second intervention Framework

- I've noticed...
- Rule reminder
- Connect to consequence
- Remind of previous positive behaviour
- Set time frame and allow take up time
- Thank them for listening