BEHAVIOUR POLICY 2026-2027

Approved by: Learning and Achievement

Date: November 2026

Chair of Committee: Sue Elliott

Headteacher: Mrs Grimster

Greasby Infant School is committed to promoting a positive work-life balance for all staff.

Next review due in September 2027 or earlier if required



Greasby Infant School Vision & Ethos

Growing Minds
We help all children develop and grow in line with their individual talents and interests. We provide fun, stimulating learning opportunities that develop a curiosity for learning in inspiring and creative ways. We encourage all children to become resilient and independent learners fostering an attitude of consideration and responsibility towards others and their surroundings.

Happy Hearts
We aim to ensure all children develop a love of school through our nurturing environment. We care about the well-being of our pupils and their families and take a holistic approach to their overall development. Through constant engagement with children, parents and the local community, we help our children develop meaningful relationships and a sense of belonging allowing them to feel happy and safe.

Bright Futures
We provide an exciting, active curriculum that challenges all children to develop key knowledge and skills for the future and achieve their full potential. We offer a range of diverse opportunities within our curriculum through languages and outdoor learning, encouraging children to explore their future passions and leave Greasby Infant School ready to take on the world.

Introduction

Every child has the right to feel safe, learn and be treated with respect. We have high expectations of behaviour and support children to develop confidence, independence and a lifelong love of learning. Our vision, “Growing Minds, Happy Hearts, Bright Futures”, underpins this approach.

Governors, staff, parents and pupils work together to build mutual trust and respect. We teach children to be kind, polite and thoughtful, listen carefully, and care for belongings and their surroundings. Our approach is trauma informed and recognises that children may need different support to meet the same expectations.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996; Education Act 2002; Education and Inspections Act 2006.
- Equality Act 2010; Children Act 1989; Children Act 2004.
- Voyeurism (Offences) Act 2019; The School Information (England) Regulations 2008, as amended.
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- DfE: Behaviour in schools: advice for headteachers and school staff (February 2024).
- DfE: Keeping children safe in education 2026, including child-on-child sexual harassment and sexual violence guidance.
- DfE: Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026).
- DfE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective from 26 July 2026).
- DfE: Searching, screening and confiscation: advice for schools (2022).
- DfE: Mental health and behaviour in schools (2018).
- DfE/Department of Health: Special educational needs and disability code of practice: 0 to 25 years (2015).
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Wellbeing Lead and SENDco will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management collaborating with the governing board, Headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with

parents, the SENCO and, where appropriate, the pupils themselves.

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO, Headteacher , Subject leader.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to one-self or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassmen**t – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Lack of respect for adults

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

School Rules and Behaviour Curriculum

Our school rules are Ready, Respectful and Safe. Teachers have the right to teach and children have the right to learn.

- Ready: listen, follow reasonable instructions and take part in learning.
- Respectful: be kind and polite, respect others' views and beliefs, and care for equipment and the environment.
- Safe: move and play safely, use equipment sensibly and tell an adult about behaviour that causes concern.

Staff explicitly teach, model and practise these expectations, including lining up, moving around school and managing transitions. Class rules reinforce the school rules. Jigsaw, myHappyminds, assemblies and vision days help children develop emotional understanding, positive relationships and responsibility. Staff use clear, consistent language and make reasonable adjustments for individual needs.

Praise, Rewards and Golden Time

Praise and recognition

Praise is sincere, specific and timely. Staff recognise effort, kindness, perseverance, independence

and positive behavior and encourage children to celebrate one another. Rewards are consistent, achievable and fair, with adjustments where needed.
Foundation Stage 1 and 2 use stickers and the prize box. Key Stage 1 use individual and class rewards, including stickers, table points, Headteacher awards and Praise Assembly certificates linked to our vision. Classes may collect class rewards e.g. “marbles in a jar” towards an agreed reward, such as a picnic or games afternoon. Praise may also be shared with parents through Celebrating Success messages. Other recognition includes responsibilities such as School Council or Happiness Heroes, and class leadership roles.

Golden Time

Golden Time takes place for up to 25 minutes on Friday afternoons in KS1, when children choose activities not normally available. Children’s behaviour is monitored through the week and they can earn five minutes each day giving a maximum of 25 minutes each week.
A reminder or first mistake does not automatically mean losing 5 minutes; children are supported to correct their behaviour. If inappropriate behaviour continues after a clear warning and support, the teacher take 5 minutes off Golden Time. Recognition already earned on previous days is retained, and each new day is a fresh opportunity. Targets and recognition are adapted to individual needs, so children are not disadvantaged by their disability or unmet needs. Children who have not earned the full session take part for the time earned and receive a supervised, supportive activity for the remaining time.

Supporting and Managing Behaviour

Positive teacher–pupil relationships

Positive relationships are the foundation of our approach. Adults build trust through warmth, fairness, predictability and consistent responses. They get to know each child, listen to their views and help them feel understood, valued and safe.

Classroom management and prevention

- Teach and revisit clear rules, routines and transitions.
- Plan engaging lessons with appropriate challenge, resources and support.
- Use praise and reminders to reinforce expected behaviour.
- Arrange seating and resources to support individual needs, reduce distractions and allow effective supervision.
- Make reasonable adjustments in consultation with the SENCO and senior leaders, including for SEND, communication needs and adverse childhood experiences.

Responding to behaviour

Responses are calm, fair, proportionate and informed by the child’s age, understanding and needs. Staff use de-escalation and support alongside appropriate consequences (see section 8). Where safety is at risk, they seek senior support immediately rather than working through every warning.

Stage	Adult response
Initial response	Remind the child of the expected behaviour, listen to their explanation and help them refocus. Move them away from a distraction if helpful.
If behaviour continues	Give a clear verbal warning. Apply an appropriate consequence from the school procedure if needed e.g. a supported time out in F1/F2 or missing some Golden Time in KS1. Explain the reason and help the child make a positive choice.

Second warning	Apply a brief, supervised consequence and arrange a discussion with the Deputy Headteacher or KS1 Leader
Third warning or continued difficulty	Arrange a discussion with the Headteacher and apply a brief, supervised consequence.
Serious incident or immediate safety concern	Seek the Headteacher or most senior available member of staff immediately. They establish what happened, record the incident, decide the response and inform parents. Follow safeguarding procedures where relevant. Work with parents to agree support.

Any time out or missed playtime is brief, supervised and proportionate, taking account of the child's age and needs. The adult explains the reason, monitors the child's wellbeing and supports a return to learning or play as soon as the child is ready and it is safe. A child is never left standing outside unsupervised. Staff help children reflect when calm, understand the impact on others and repair relationships. An apology or "sorry" letter may be used where developmentally appropriate. Repeated incidents trigger a review of support, rather than consequences alone.

Removal from the classroom

Removal is used only when necessary to maintain safety, restore a stable learning environment or allow education to continue in a supervised setting. Other strategies should be tried first unless the seriousness of the incident requires immediate action. A supported calming break is distinguished from disciplinary removal.

- The Headteacher or senior leader oversees the location and duration, for no longer than necessary.
- A suitable space, such as another classroom or the Headteacher's office, provides trained supervision and appropriate resources.
- The child's health, safety, SEND and other needs are met, and suitable learning is provided.
- Removal is recorded and parents are informed on the same day.
- Staff plan a supported return to class, reviewing triggers, expectations and any additional support. Reintegration discussions involve the child, parents and other agencies where needed.

Any decision to suspend or permanently exclude is made by the Headteacher through the formal Suspension and Exclusion Policy. A child must not be sent home as an informal behaviour sanction.
Some children may choose to work outside the classroom to support their concentration and regulation and this would be identified with the teacher.

Monitoring behaviour and Providing support

All staff implement the behaviour policy consistently and equitably, in order to create a predictable environment in which pupils know what the consequences of their actions will be. Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond to behaviour incidents in a way that is:

- Consistent
- Proportionate
- Fair
- Based on knowledge of pupils needs

Recording and identifying needs

Staff record relevant behaviour concerns and actions on CPOMS and share concerns with the Headteacher, SENCO or DSL's as appropriate. Records help identify patterns, triggers, sudden changes and the impact of support. Parents are kept informed through timely discussions, parents' evenings and additional meetings where needed.

Persistent difficulties, a lack of improvement or a sudden change in behaviour are brought to senior leaders promptly. Behaviour alone does not establish that a child has SEND. Staff explore possible learning, communication, emotional, mental health or safeguarding needs and follow the relevant assessment and safeguarding procedures.

Individual support and interventions

Support is planned with the child, parents, class teacher and SENCO, using an assess–plan–do–review approach. It may include:

- Targeted conversations, ELSA support, nurture work or small-group and individual activities.
- An Individual Behaviour Plan with clear targets, agreed adult responses, preventative strategies and review dates, including where SEND has not been identified.
- Planned movement breaks, adapted seating, communication support, sensory adjustments or other reasonable adjustments.
- Support from Outreach, educational psychologists and other local partners or agencies.
- Reviewing SEND provision and liaising with the local authority about an early EHCP review where appropriate.
- An early help or wider multi-agency assessment when concerns extend beyond learning in school.

Staff anticipate triggers and adapt provision before difficulties escalate. They consider whether SEND contributed to an incident and whether a sanction is appropriate and lawful. Risk assessments and staff training are used where needed. Support and its impact are reviewed with families and relevant professionals.

De-escalation

- Stay calm, use a low tone and simple, clear language.
- Allow personal space, use open body language and avoid confrontation or defensive responses.
- Offer reassurance, time to process and realistic choices that help the child regain control.
- Use positive requests, for example, "When you return to your seat, I can help you."
- Help the child leave a confrontation safely and with dignity, maintaining appropriate supervision.
- Once calm, discuss what happened and agree how to prevent a recurrence.

Bullying

We agree with a local authority definition of bullying, which states that:

'Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation'

Issues around bullying are best dealt with in partnership with parents and children must always tell their class teacher or other adults in school if they are concerned with the behaviour of others.
As a school we work closely with children and their families if a child has a particular issue they are concerned about. We try to prevent bullying in the following ways:

1. Ensuring the children follow our school rules;
2. Implement our approach if behaviour falls below our expected standard
3. Our personal, social and health education curriculum;
4. Regular assemblies;
5. Teach children about Anti-bullying each year through our scheme for PSHE;
6. Staff training;
7. Teaching our children how to resolve conflicts appropriately;
8. Work closely with families to prevent situations escalating over time.

Any concerns linked to bullying are logged on the school's CPOMS system. The head teacher must be alerted to all type of incidents to ensure that she is aware and can ensure that the appropriate actions and resolutions have been completed.

Child-on-child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and all child-on-child abuse is unacceptable and will be taken seriously.

As a school we recognise that child-on-child abuse can take many different forms both in and out of school. As a team we are also aware that although this may not be reported that this type of abuse may be happening within our school.

The staff are regularly trained to identify and effectively respond to these types of situations. The staff will closely work with all children to ensure that they know what to do and who they could speak to if they have been a victim of child-on-child abuse. All staff at the school will be vigilant when interacting with the children in and around the school.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 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 nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- Up skirting, 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).

All suspected child-on-child abuse is treated as a safeguarding concern and reported promptly to the DSL team under the Child Protection and Safeguarding Policy. Behaviour responses may run alongside safeguarding action, but must not replace it. The DSL oversees assessment, protection,

support and any referral. Concerns may include behaviour that:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)
- Involves pupils being forced to use drugs or alcohol

If a pupil makes an allegation of abuse against another pupil:

- Staff listen without leading questions, record the concern and the child's words on CPOMS, and notify the DSL team promptly. Recording must not delay urgent safeguarding action. Staff do not conduct their own investigation.
- The DSL assesses immediate safety and follows local safeguarding procedures and current KCSIE, making referrals to children's social care and involving the police where required. Where a child is in immediate danger, staff act without delay to obtain emergency help.
- If required a member of the DSL team will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- A member of the DSL team will contact the children and adolescent mental health services (CAMHS), if appropriate.

The school will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Recognising that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- Recognising child-on-child abuse can happen to anyone by anyone regardless of their gender, race, sexuality or beliefs. The school's stance is that all child-on-child abuse is unacceptable and will be taken seriously.
- Ensuring the children follow the school rules as set out in this policy.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring children know which trusted adults they can approach. Staff listen, reassure children that they will be taken seriously and explain that information may need to be shared with people who can help keep them safe; secrecy is never promised.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

Racism

Racism and prejudice-based behaviour are not tolerated. Staff challenge and record all suspected racist incidents on CPOMS and notify the Headteacher promptly. The school listens to those involved, supports the child affected and teaches the child responsible why the behaviour is unacceptable, with proportionate consequences and support.

The Headteacher ensures that incidents and actions are reported through current local authority procedures where required. Parents of children involved are informed sensitively unless doing so would create a safeguarding risk, in which case the DSL advises on the appropriate approach.

The governing board receives anonymised information about incident numbers, patterns, responses and impact.

Online behaviour

Online incidents outside school can affect children's wellbeing and the school community. Through online safety teaching, children learn that the same expectations of kindness, respect and safety apply online. Parents are reminded to supervise their child's online use. Staff record and respond to concerns, following safeguarding procedures where appropriate.

Playtime and Lunchtimes

Behaviour and playground rules

Ready, Respectful and Safe apply throughout playtime and lunchtime. Adults promote cooperative play, sharing and kindness, and intervene promptly when behaviour causes concern.

Unsafe play, damage, pushing, hitting, spitting, unkind or aggressive language and refusal to follow reasonable instructions are addressed. Staff give a first and then a second warning for continuing inappropriate behaviour. A third incident results in a brief, supervised break from play beside a designated adult, followed by reflection and a supported return when safe. Walking alongside an adult, or holding their hand where appropriate and accepted by the child, may help them reflect. Serious incidents require immediate senior support. Persistent swearing is discussed with parents. Responses remain proportionate and adapted to individual needs.

Supervision and routines

Duty staff are in the playground before children come outside. Children tell an adult before entering the building, including to use the toilet; access to the toilet must not be withheld. Adults encourage children to use the available games and play areas. Grass areas are used with permission from the midday assistant. Active Playgrounds sessions are led by a sports coach. At the bell, children freeze and then line up to return indoors on the second bell.

Physical Intervention

Physical intervention is governed by the school's Positive Handling Policy and current DfE guidance. Reasonable force is used only where necessary and proportionate to lawful purposes, including preventing injury or damage, and never as punishment. Staff consider SEND, medical needs and the risks of intervention; restraint is a last resort. A second adult witnesses the intervention wherever possible.

After an incident, staff check the child's welfare, arrange any necessary medical attention and notify the Headteacher. Significant uses of force and every restraint or seclusion incident are recorded promptly, aiming for the same day. Records include who was involved, relevant needs, the circumstances, reason, type and duration of intervention, injuries and follow-up support. Parents are informed as soon as practicable, aiming for the same day; for restraint or seclusion, the written record is supplied in accordance with the applicable requirements.

Where reporting could cause serious harm, the safeguarding exception and reporting route in the guidance must be followed. Staff review the incident and any support plan. Any suspension follows the formal Suspension and Exclusion Policy.

Staff induction, development and support

New staff are introduced to the school's expectations, routines, behaviour procedure and pupil support plans. Training is tailored to pupils' needs, including SEND, mental health, trauma informed practice and de-escalation. Staff with behaviour or wellbeing responsibilities are supported to develop relevant expertise. The Headteacher and senior leaders review training needs annually and following serious or persistent incidents.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT.

Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the Headteacher and Deputy Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 2027.

Appendix A: Written Statement of Behaviour Principles

Greasby Infant School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Having clear rules in place in classrooms, in corridors, in the playground and in the lunch hall.
- Rules that are clear and simple for the children to understand.
- Consistently, promoting and praising desired behaviour.
- Positive reinforcement
- Communicating clearly and calmly to the pupil why their behaviour is not acceptable.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all – every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Praising and rewarding good behaviour by Golden Time, celebration assembly awards, class awards, proud clouds
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment for children and staff

- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. 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

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.