

Behaviour policy and statement of behaviour principles

Peters Hill Primary School



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1. AIMS

This policy aims to:

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

2. LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. DEFINITIONS

We have a clear set of Behaviour Expectations that link directly to our school values of Ambition, Belief, Compassion, Pride and Respect. These outline the behaviours that we want to see and those that we do not.

Behaviour Expectations	Our Expectations	What we want to see	What we don't want to see	Significant Sanctions
Ambition	Peters Hill pupils will be encouraged to have a strong desire to do and to achieve. They will be encouraged to have desire and determination to achieve success.	High personal standards Self-discipline Personal challenge Curiosity and Interest Positive attitude Self-improvement Goal setting	Negative attitude Lack of effort Lack of interest Incomplete tasks and giving up easily Lack of participation Lack of commitment Lack of meeting goals and steps	Repeated lower level sanctions over time
Belief	Peters Hill pupils will be encouraged to have trust, faith and confidence in themselves and each other.	High listening skills Not afraid to be wrong Owning mistakes Asking for help if needed Putting themselves and others forward Bravery to do it Confidence in your own opinion Thoughtful and decisive Willing to embrace feedback Not giving up - resilience	Speaking badly of others Not willing to take risks Unwilling to make mistakes Avoidance of asking for help if needed Lack of involvement for self and others Lack of opinions Indecisive Unwilling to respond to feedback	Repeated lower level sanctions over time
Compassion	Peters Hill pupils will be encouraged to have sympathy, care and concern for the people around them.	Putting yourself in someone else's shoes Read other people's emotions Ensure no one is left out Show generosity Show thoughtfulness Stand up to wrongdoing Work well as part of as team Promote friendship Praise others Be thankful Be kind	Interrupting the learning of others Shouting out Name calling Teasing Boasting Isolating others Making others feel upset Ungratefulness	Repeated lower level sanctions over time Aggression towards others Bullying Fighting Carelessness in a way that causes harm Theft
Pride	Peters Hill pupils will be encouraged to take pleasure and satisfaction from their own achievements and from the achievements of those around them.	Keen to do our very best Set a positive example to others Support others to develop and progress Remind ourselves of our strengths and areas for development Checking that work is our best effort Take ownership of what we do and how we do it Recognise what has been achieved Praise self and others Know what you value	Lack of satisfaction in the achievements of others Unaware of own achievements Not presenting work to the best effort Dropping litter Untidy uniform Negative comments about the community Lack of contribution to the school	Repeated lower level sanctions over time Graffiti and Damage to the building Tampering /damaging other people's property
Respect	Peters Hill pupils will be encouraged to have regard for the feelings, wishes and rights of others. They will be encouraged to value and admire the things around them.	Acknowledge people Value the surroundings Manners and politeness Know when to stop Recognise we are all unique/different Help where you can Leave people feeling good about themselves Listen to others	Blaming someone else Not co-operating Answering back and/or interrupting Shouting out Not following instructions Name calling Moving around school loudly or dangerously Embarrassing others Inappropriate comments regarding equality	Repeated lower level sanctions over time Swearing/ abusive language Refusal to co-operate Defiance Abuse of equipment E-Safety incident Racist Comments Bringing banned items in to school Walking away from a member of staff when being spoken to Leaving a classroom without permission

Positive behaviours are rewarded through the Class Dojo reward system with children moving up the class zone boards. Further information regarding rewards is detailed in '7. REWARDS AND SANCTIONS'.

Negative behaviours are sanctioned through the use of the behaviour response chart below.

BEHAVIOUR RESPONSE CHART		
Year R-Year 6		
<i>All children are to begin each day with their name within the Green Zone of the class behaviour Zone Board.</i>		
If poor behaviour takes place		
Stage 1	Verbal warning	Not logged but made very clear that the adult expects the behaviour to stop immediately.
If poor behaviour continues (Low level disruption)		
Stage 2	Second verbal warning	Not logged but made very clear that the adult expects the behaviour to stop and that if they are warned again, they will move to the amber zone of the board.
If poor behaviour continues (Low level disruption)		
Stage 3	Third verbal warning	The child's name is moved to the amber zone of the behaviour board. This is to be recorded by the adult in the class behaviour book, and a consequence to be given. This could include moving seats or a talk with the adult at the end of the lesson. Make clear that the behaviour must stop immediately or they will move to the red zone of the board.
If poor behaviour continues (Low level disruption) or there is a more significant behaviour		
Stage 4	Fourth Verbal warning	If a continuation of low-level disruption; the child's name is moved to the red zone of the behaviour board a consequence to be given, this could include missing break/lunch time play/Golden time etc. If significant behaviour has occurred; the child will go to the Pivot Point with the Learning Mentor. Restorative work to take place with the child and return to class when ready. For either behaviour, class teacher to inform parents and behaviour is to be recorded on Arbor. SLT/LM will be alerted of behaviour via Arbor.
If a specific significant incident takes place		
Stage 5	Fifth Verbal warning	Learning Mentor to be called. The child to be removed from the classroom and taken to the Pivot Point. Conversation to take place regarding behaviour and ways forward. Restorative work to take place with the child. LM inform SLT. Child to remain out of class until LM/SLT are confident that behaviour expectations are clear and understood. SLT to make the decision regarding sanctions and if an internal/external suspension is required. Parents to be informed and Arbor to be updated.
Stage 6	SLT Monitoring	LM/SLT to monitor the children with Stage 4 & 5 behaviours through Arbor and to implement further actions if the child enters this stage three times in a half term. A behaviour progress tracker (BPT), an individual pupil review (IPR) to take place or an Individual Support Plan (ISP) to be created. Parents to be informed. Further agency support to be sought if appropriate/required.

BEHAVIOUR RESPONSE CHART

NURSERY

If poor behaviour takes place

Stage 1

Verbal warning

Not logged but made very clear that the adult expects the behaviour to stop immediately.

If poor behaviour continues (Low level disruption)

Stage 2

Second verbal warning

Not logged but made very clear that the adult expects the behaviour to stop and that if they are warned again, they will be spoken to by an adult.

If poor behaviour continues (Low level disruption)

Stage 3

Third verbal warning

Child to be spoken to by an adult about their behaviour. This is to be recorded by an adult in the class behaviour book. Made clear that the behaviour must stop immediately or they will miss some of their LAT time.

If poor behaviour continues (Low level disruption) or there is a more significant behaviour

Stage 4

Fourth Verbal warning

The child is moved to a safe area where they will miss time from LAT. This is to be recorded on Arbor. The Year Group Leader must be notified and the child spoken to. The child must work in a different area for the remainder of the morning. Key worker to inform parents.

If a specific significant incident takes place

Stage 5

Fifth Verbal warning

The child to be removed from the classroom and SLT notified. Conversation to take place regarding behaviour and ways forward. Child to remain out of class until SLT are confident that behaviour expectations are clear and understood. Restorative work to take place with the child. SLT to make the decision regarding sanctions and if an internal/external suspension is required. Parents to be informed and Arbor to be updated.

Stage 6

SLT Monitoring

LM/SLT to monitor the children with Stage 4 & 5 behaviours through Arbor and to implement further actions if the child enters this stage three times in a half term. An individual pupil review (IPR) to take place and an Individual Support Plan (ISP) to be created. Parents to be informed. Further agency support to be sought if appropriate/required.

Misbehaviour or low-level disruption is defined as:

- Disruption in lessons and preventing self/others from learning
- Disruption in corridors between lessons, and at transition points
- Disruption during shared activities such as assemblies or group gatherings
- Non-completion of classwork due to lack of effort
- Non-completion of extended learning opportunities such as homework without valid reasoning or explanation
- Poor attitude to others
- Disregard for school uniform policy

Our Behaviour Expectations Grid sets out the '**Amber**' behaviours that we do not want to see from pupils.

Serious misbehaviour or significant behaviour is defined as:

- Repeated breaches of the school behaviour expectations
- Any form of bullying identified through the school behaviour tracking system
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters
 - Fireworks

- Indecent 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)

Our Behaviour Expectations Grid sets out the ‘**Red**’ behaviours that we do not want to see from pupils. These carry significant sanctions as shown below.

4. **BULLYING**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

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

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

5.2 The headteacher

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

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2)

The senior leadership team and learning mentor 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
- Support the school with the following Home and School agreement steps

As Parents/Carers we shall aim to:

- Take an active interest in supporting all aspects of our child's school life;
- Encourage our child to be a valuable member of the school community;
- See that our child attends school regularly, on time and is equipped appropriately for the day ahead;
- Share the school's high expectations;
- Respect the safety regulations invoked by the school;
- Support school in promoting/maintaining appropriate behaviour in and out of the school building;
- Support and oversee our child's commitments and ensure there are opportunities for home learning;
- Support the school by taking an interest in our child's learning and educational activities;
- Attend meetings to discuss our child's progress and respond to regular feedback from the school.

6. PUPILS CODE OF CONDUCT

Pupils are encouraged to follow the expectations set out in the 'What we want to see section' of the behaviour expectation table shown above. This will include conduct that demonstrates Ambition, Belief, Compassion, Pride and Respect. Children will be expected to:

- Behave in a way that is orderly and self-controlled
- Show respect to members of staff and each other
- Make it possible for all pupils to learn including themselves
- Move around the school with consideration for self and others
- Treat the school buildings and school property with pride and respect
- Accept and understand sanctions when given

7. REWARDS AND SANCTIONS

7.1 List of rewards and sanctions

We encourage positive behaviour from all children at all times.

In our classrooms you will find:

- Class charters on display, a set of basic rules agreed between the teacher and class.
- Adults praising children and acknowledging good behaviour.
- Positive comments in workbooks.
- Individual teachers' sticker/reward systems.
- Monitors and class responsibilities.
- Children visiting other staff members eg head/deputy for further praise.
- Behaviour charts, where children are rewarded for good behaviour.
- Parents/carers invited into school to discuss any issues and share positive news.
- Circle times-adults listening to the views of children, time to discuss positive choices when faced with dilemmas.
- PSHE sessions which teach the skills needed to make the correct decisions regarding social responsibilities.
- Children rewarded with Dojo points for behaviours that demonstrate Ambition, Belief, Compassion, Pride or Respect.

We also hold weekly achievement assemblies.

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

- A verbal reprimand
 - Sending the pupil out of the class to another area of school to be supervised, e.g. with the learning mentor in 'Pivot Point'
 - Expecting work to be completed at home, or at break or lunchtime
 - Loss of break/lunchtime play
 - Referring the pupil to a senior member of staff
 - Letters or phone calls home to parents
 - Agreeing a behaviour contract
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- Putting a pupil on behaviour report

7.2 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.3 Off-site behaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

7.4 Malicious allegations

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

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

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

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

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

8. BEHAVIOUR MANAGEMENT

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

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

8.3 Confiscation

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

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

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

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

8.5 Safeguarding

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

9. [PUPIL TRANSITION](#)

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

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

10. [TRAINING](#)

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

Behaviour management will also form part of continuing professional development.

External partners are identified for specialist provision to ensure that strategies are relevant to the needs of pupils. Staff are supported in any training needs identified from this process.

Our school-based learning mentor regularly reviews behaviour records and responds with training needs as required.

11. MONITORING ARRANGEMENTS

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

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy

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 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 full governing body annually.

Appendix 2: recording behaviour incidents

incidents within class

- Staff will follow the behaviour response chart for behaviours within the classroom and break times.
- If a pupil has been given a third warning and has now reached stage 3 on the zone board, staff will record the low-level behaviours in the class behaviour book. A consequence will be given and the pupil will be told that the behaviour must stop.
- If behaviour has continued at a low-level or there is a more significant incident, staff will record the behaviour on Arbor. A consequence will be given and parents will be informed. If required, the learning mentor or SLT will also be involved.

Behaviour during lunchtime

- If any behaviour occurs during lunchtime, lunch staff will also follow the behaviour response chart.
- Low-level behaviours will be dealt with by the lunch staff on duty.
- If low-level behaviour continues or a more significant incident occurs, the lunchtime supervisor and learning mentor will be informed and further investigation into the situation will be carried out.
- These behaviours will be recorded in the year groups lunchtime behaviour book and passed onto the pupil's teacher. A consequence will be given and parents informed, as appropriate. A designated member of the year group will then record the incident on Arbor.