



# Behaviour Policy

*Including: Governor statement of  
behaviour principles*

*"The school is a **happy** place and pupils **behave well**. As a result,  
the school is **calm** and orderly"*

*Ofsted 2024*

Approved by: Governing Body  
Approval Date: September 2025  
Last reviewed: July 2025  
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## 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**
- Outline our system of **rewards and sanctions**

Our behaviour policy is based on promoting positive behaviour and focuses on our learning; both academic and personal. We use the school values of kindness, resilience and respect to uphold and support behaviour at Denton. Children learn and understand that all behaviour is made through choice and that all choices have consequences.

Our behaviour policy is put in place to achieve the following aims<sup>1</sup> in order to create a safe environment in which all children can learn and reach their full potential:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of children;
- promote, among children, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying); and
- ensure that children complete any tasks reasonably assigned to them in connection with their education.

## 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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- 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

## Definitions

- Denton Community Primary School and Nursery is an inclusive school, and all members of the school community should be free from discrimination of any sort (as set out in the Equality Act

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<sup>1</sup> Behaviour in Schools Advice for headteachers and school staff

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089687/Behaviour\\_in\\_Schools\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

2010). To this end the school has a clear and comprehensive Anti-Bullying Policy that is known and understood by all, where incidents are recorded when appropriate. Measures to protect children from bullying and discrimination as a result of sex, gender reassignment, race, disability, sexual orientation, religion or belief or background are clearly set out and regularly monitored for their effective implementation.

**Misbehaviour is defined as:**

- Disrupting learning
- Not following the school rules
- Not upholding the school values

**Serious misbehaviour is defined as:**

- Persistent defiance and disruption to learning
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

**Behaviour in the classroom**

- The majority of anti-social classroom behaviours are minor and will be dealt with by the class teacher.
- It is the class teacher's responsibility to maintain a positive learning environment in the classroom and promote pro-social behaviours

If there is a recurrent difficult behaviour within a class, teachers should consider the following areas:

- Have trusted relationships with adults been formed?
- Is there a consistent approach from all adults in line with this policy?
- The physical organisation of the classroom:
- Is the room organised to maximise:-
  - accessibility of materials?
  - ease of movement?
  - positive interaction?
- Is the room stimulating?
- Does the work match the needs of the child?
  - e.g. is the task too easy?
  - is the task too difficult?
  - is the work adequately planned?
  - is the style of teaching appropriate?
  - does the task consolidate or extend in an appropriate way?
  - has the task been presented in an interesting way?
  - does the child know the purpose of the activity?

# Excellent behaviour at Denton

## We are KIND, RESILIENT & RESPECTFUL



### Children will:

- be considerate and respectful towards others by treating them as they would like to be treated
- arrive in class on time with the necessary equipment
- follow adult instructions
- show good listening
- do their best and allow others to do their best
- let someone know if they have any problems
- take care of their classroom and school environment

### Parents/Carers will:

- support the school in positive and therapeutic behaviour approaches
- engage in conversations and pro-active support linked to their child's behaviour
- make the school aware of anything out of school that may impact their child's behaviour
- celebrate success with their child

### Positive Recognition

Every class has a dedicated behaviour board which consists of our school values (our rules), details of the class reward and how we earn it.

All adults look for opportunities to notice when children make positive choices:

- Positive Praise
- Celebration Assembly (1 x child per week)\*
- Progress Cup (2 x children per half term)\*
- Class rewards / end of term treats
- Stickers
- Visits to the leadership team

\*Staff to use existing spreadsheet to keep an updated log of who has received a certificate

### Staff will:

- have high expectations for behaviour at all times
- build trusting relationships by supporting children to be the best they can be.
- be calm, kind and positive
- support children when things go wrong: repair and restore
- apply expectations fairly, equally and consistently,
- support children to self-regulate.

### How we support children:

When a child is struggling to follow a behavioural expectation de-escalation techniques will be used as well as attuning to their emotional state:

- Become aware of the child's emotion
- Recognise the emotion as an opportunity for learning
- Listen empathetically, validating the child's feelings
- Help the child find words to label the emotion he/she is having
- Set the limits whilst exploring strategies to solve the problem at hand

### Questions to repair and restore:

- What happened?
- What Denton value have I broken?
- What zone am I in?
- What could I have done differently?
- What was I thinking at the time?
- Who has been effected by my behaviour?
- What has the impact been on mine and others learning?
- What do I need to do to put things right?

### Additional Support

ELSA, Inclusion Team at East Sussex, Counselling, Sp & Lang, CAMHS, East Sussex Academy

### Consequences

Consequences will be directly linked to the behaviour and the child helped to understand the link. They will also be personal depending on the individual child and circumstances. All consequences will be educational (helping to teach the child to behave in a prosocial way) and some may also be linked to safety.

1. Sanctions (see table below) are given clearly and consistently across the school.
2. They do not replace the relationship between adult and child but support this by providing a clear framework for all.
3. The sanctions have been set up to enable children to make clear choices about their behaviour.
4. The children are also reminded of how their behaviour affects their learning and the learning of their classmates.
5. If appropriate the class teacher or member of staff dealing with the behaviour will inform the child's family either at the end of the day or via a phone call.

	Steps	Actions
1	Reminder	A reminder of the 3 rules (ready, respectful, safe) and how the child's behaviour is disrupting the learning of others. This might take the form of a 'look' across the room/playground letting the child know you're monitoring them or a tap on the Ready, Respectful, Safe board identifying the need to be following avoiding drawing attention in front of peers/others.
2	Warning	A clear verbal caution delivered privately (if possible) making the child aware their behaviour is disrupting learning. "I've noticed you're finding it difficult to show me you're ready, please can you..." "By not stopping to listen you're not managing to be respectful at the moment, I need to see you..." "I expect..."                      "You're working really hard to be.....I need you to try by...."
3	Last Chance	Speak to the child and give them the opportunity to engage. I noticed you are... (having trouble getting started, struggling to listen, distracting others) It was the rule about...that you broke You have chosen to... Do you remember last week when you... That is who I need to see today... Thank you for listening...
5	Repair	This is a quick chat on the playground or in the classroom to discuss why the behaviour was not acceptable or a more formal meeting if the misbehavior is becoming persistent. Use the following script: <i>What happened?</i> <i>Who did you affect? How?</i> <i>How can we make things right? (apology, improved behaviour, showing respect etc)</i>  If the child clams up staff can use <ul style="list-style-type: none"> <li>- "OK imagine if there were... (people affected / a way of putting it right / things you would do differently) What would they be feeling?</li> <li>- "On a scale of 0-10 how angry were you? What strategies could you have used?"</li> <li>- "I can see that you're not ready to talk. I'll let you sit and think things through and we can try this in a minute"</li> </ul> <i>Picking up your own tab:</i> it is the adult handing out the sanction who is responsible for picking up the conversation. For the child to understand their actions the discussion has to come from the person who they have affected.

Adapted from *When the Adults Change, Everything Changes* (Dix, 2017)

## Staff induction, development and support

Our staff are provided with training on managing behaviour, including proper use of restraint for appropriate staff, as part of their induction process. Discussions about pupil behaviour are a standing item on teacher, TA and senior team meetings.

Behaviour management will also form part of continuing professional development.

## Pupil support & transition

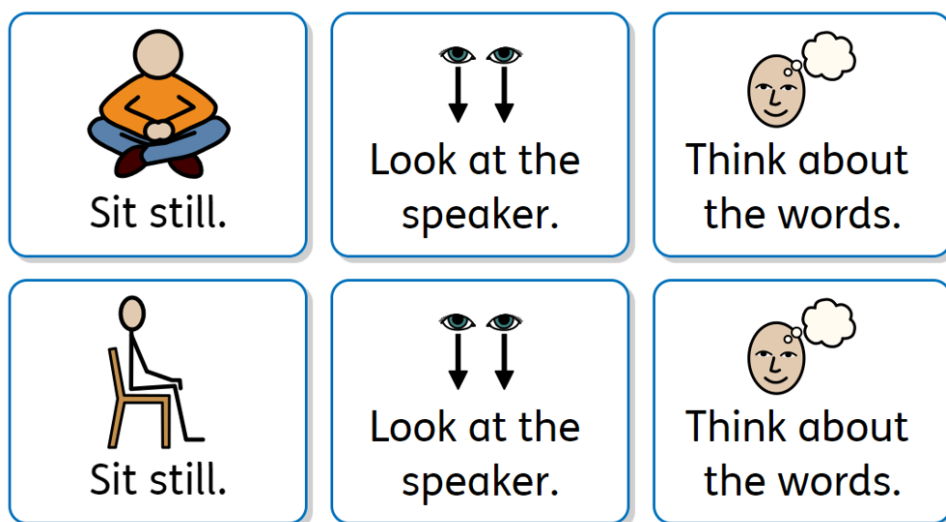
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's leadership team 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.

In some cases, children find it very difficult to operate within the policy. These children have been previously identified in discussions between staff and parents, and will be following a personal behaviour programme as part of their SEND Plan. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

To support the children understand what ready, respectful and safe behaviour looks like in school we have the following visual resource which is referred to when necessary.



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.

In the case of extreme behaviour, Phase Leaders or SLT may decide to take more serious actions. These decisions can be used in regard to children from years R to 6.

- Internal suspension – to be decided by SLT.
- External suspension – to be decided by the Head Teacher or Deputy Head Teacher.

## Exclusion & Suspension

Denton prides itself on being a 'no exclusion' school. SLT and staff will work closely with parents and external agencies to create the right support for that child whilst also keeping other pupils and staff safe. Any type of exclusion will be an absolute last resort. (See Exclusion Policy)

### *Internal suspension*

Internal suspension is when a pupil is suspended from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different room, e.g. the meeting room or the HT/DHT/AHT's office. An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/fixed-term suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc.)

As part of a whole school approach to behaviour and attendance, internal suspension ensures that learning and teaching for the majority of pupils can continue without interruption. Any internal suspension should be for the shortest time possible. The reasons for the internal suspension should be made clear to the child (and parents/carers). This should also include information on what lessons the child will be missing and any suggested work that can be completed in the time. Children understand that they will be required to complete work provided by their teacher, whilst suspended from class. Children will also be encouraged to think about the reasons for their internal suspension.

We monitor all internal suspensions on a regular basis including the gender, ethnicity, SEND status, age of children, the class from which they were removed and the length of time each child spends on an internal suspension. At the end of each term, we use the information to analyse referrals to internal suspension and identify any trends that may occur. We also look at the actions for each child to see how we are supporting them.

If the child's behaviour is concerning their conduct on the playground then an internal suspension can be given as a playground suspension without the need for the child to be absent from their classroom.

### *External suspension*

Before reaching a decision to suspend, the Head Teacher should:

- Undertake a thorough investigation of the allegations, allowing the pupil to give their version of events
- Check whether the incident appeared to be provoked by racial or sexual harassment taking account of the school Equal Opportunities and Bullying policies
- Take account of whether the pupil is from a group particular risk such as Looked After Children, Minority Ethnic Children, Travellers, Young Carers or children from families under stress
- If necessary, consult with others being careful not to involve members of the Governors' Disciplinary Committee
- As far as is practicable, keep the matter confidential

A decision to exclude a child for a fixed period or permanently should be taken only:

- In response to a serious breach of this (behaviour) policy  
OR
- Once a range of alternative strategies have been tried and failed



OR

- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

OR

- A serious one off offence (such as serious actual or threatened violence, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon).

The Head Teacher or Deputy will notify the parents immediately by telephone and this is then followed up by a letter within one school day. Suspensions should normally begin on the next school day. The county procedures will be followed and relevant forms completed immediately.

Letters about fixed period suspensions will explain the following:

- Why the Headteacher decided to suspend the pupil
- The steps the school has taken to try and avoid the suspension
- The arrangement for enabling the pupil to continue their education including setting the pupil's work
- The parents' or pupil's right to state their case to the Governors' Disciplinary Committee and who should be contacted if they wish to state their case
- The parents' right to see their child's school record
- If the period is for a fixed period, the length of the suspension and the date and time the pupil should return and parents attend a reintegration meeting
- If the exclusion is permanent, the date the permanent exclusion takes effect and the details of any relevant previous warnings
- The name and number of the Exclusion Administrator at the CSA who can provide further information for parents
- The date and time when the pupil is expected back in school and details of a re-integration meeting with a relevant member of staff.

The Head Teacher should inform the Governors' Disciplinary Committee immediately of:

- All permanent exclusions
- All exclusions which result separately or, in total, the pupil missing more than 5 school days
- Exclusions which would result in the pupil missing a public exam or national curriculum test
- The Head Teacher should inform the CSA Exclusion Administrator using EXNO1
- For permanent exclusions, the Head Teacher should forward a completed EXNO2

### **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:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the 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). **When the above does not apply parents are made aware they are responsible for their child's behaviour off-site.**

## **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. 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.

## **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.

## **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

Sanctions for sexual harassment and violence may include: missed playtime, internal suspension, fixed term suspension, informing parents and carers, permanent exclusion.

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 our child protection and [safeguarding policy](#) for more information

As a school, we understand that there are times when it may be necessary to positively handle a child. We are aware of the regulations regarding the use of force set out in Section 550A of the Education Act 1996: The use of force to restrain pupils. It allows a teacher to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

A member of the Senior Leadership Team should carry out the positive handling and a record made on CPOMS.

### **Removal from classrooms**

Staff will only remove pupils from the classroom once other strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with parents, phase leaders, senior leadership or the behaviour and pastoral support team
- Use of individual reward charts
- Calming down time as outlined in a child's Plan Do Review

### **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

All children/young people who exhibit anti-social behaviours that can be difficult or dangerous have a right to appropriate behaviour support and management plans as part of their risk assessment. These should include a range of positive behaviour strategies developing on a three-part gradient.

#### **Level 1: PROACTIVE PRIMARY STRATEGIES:**

These include: enabling the individual to develop socially acceptable behaviours to achieve objectives. To be effective, such strategies need to be maintained over a long period of time.

#### **Level 2: SECONDARY PREVENTION STRATEGIES:**

These include defusing and distraction strategies, enabling staff to support the child/young person and de-escalate the target behaviour in an appropriate and individualised way.

#### **Level 3: REACTIVE STRATEGIES:**

These include environmental change or sanctions, breakaway techniques and the use of restrictive physical interventions where necessary.

In exceptional circumstances, the third level reactive strategies could involve the use of reactive restrictive physical interventions, sometimes referred to as positive handling.

Where physical interventions are employed to reduce risk, they must be reasonable and lawful. All staff are accountable for their own actions and aware of local policy, [ESCC Restrictive Physical Intervention Guidance for Schools Settings and Colleges May 2021](#)

### **Child-on-child abuse**

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

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

TYPE OF BULLYING	DEFINITION
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

### Behaviour incidents online

Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school site. We discuss with the children that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness and respect. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is addressed in accordance with the same principles as offline behaviour, including following the child protection policy when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.

Many online behaviour incidents amongst young people occur outside the school day and off the school site. **Parents are responsible for this behaviour.** Sanctions for pupils may apply when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

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 property of; any person (including the pupil).

- an article specified in regulations;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

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](#). Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and full governing body every two years. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every two years.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Teaching & Learning policy

## 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 suspensions policy explains that suspension will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- 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