



BEECHWOOD PRIMARY SCHOOL BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

Date approved: September 2026

Approved by: Governing Board

Next review date: July 2027

Policy owner: Headteacher

Statutory: Yes

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1. Statement of Behaviour Principles

The Governing Board believes that every child has the right to learn, feel safe and belong within a positive, inclusive and nurturing school community.

The Board is committed to promoting a culture of respect, responsibility and kindness through a relational and restorative approach to behaviour. These principles are informed

by our statutory duties under the Education Act 2011, the Equality Act 2010, and Keeping Children Safe in Education 2025.

Our 11 Principles:

1. **Every Child Belongs** - All pupils will be treated with dignity, respect and compassion
2. **High Expectations for All** - Clear routines, boundaries and expectations create a calm, purposeful environment
3. **The Right to Feel Safe and Learn** - Every pupil and staff member has these fundamental rights
4. **Positive Relationships are Fundamental** - Adults model the behaviours we expect from children
5. **A Relational and Restorative Approach** - We understand behaviour as communication and focus on repairing relationships
6. **Inclusion and Equity** - We make reasonable adjustments while maintaining high expectations. Behaviour data is monitored for disparities
7. **Fairness and Consistency** - Sanctions are proportionate, support is always considered and exclusion is a last resort
8. **Teaching Positive Behaviour** - We explicitly teach self-regulation, emotional literacy and social skills
9. **Partnership with Families** - We work collaboratively with parents and carers
10. **Safeguarding and Wellbeing** - The welfare of children is always paramount
11. **Supporting Staff** - We provide training, guidance and resources to implement this approach

These principles are reviewed annually by the Governing Board.

2. Legal Framework

This policy is based on:

- Education and Inspections Act 2006, Section 89
- Equality Act 2010 and Public Sector Equality Duty
- Keeping Children Safe in Education 2025
- SEND Code of Practice 2015
- Behaviour in Schools (DfE, 2024)
- Use of Reasonable Force (DfE, 2013)
- Suspension and Permanent Exclusion guidance (DfE, 2023)

We have carefully considered the impact of this policy on pupils with protected characteristics as part of our Public Sector Equality Duty.

3. Vision and Our Golden Rules

Our Vision

At Beechwood Primary School, positive behaviour supports learning and wellbeing. We create a calm, safe and inclusive environment where:

- Every child feels valued, safe and able to learn
- Respectful relationships are at the heart of our community
- Behaviour is understood as communication
- Mistakes are opportunities for learning and growth

Our Core Values

Our school values of **Respect, Responsibility, Resilience, Kindness, Curiosity and Teamwork** underpin our approach to behaviour:

- **Respect** - We treat others as we wish to be treated, valuing everyone's contributions and differences (links to Golden Rules 2, 3, 5, 8)
- **Responsibility** - We take ownership of our choices and actions, understanding that our behaviour affects others (links to Golden Rules 1, 4, 6)
- **Resilience** - We bounce back from mistakes and challenges, learning and growing from our experiences (links to Golden Rule 7)
- **Kindness** - We show compassion and empathy, using our words and actions to build others up (links to Golden Rules 1, 3, 8)
- **Curiosity** - We approach learning with enthusiasm and ask questions when we need help (links to Golden Rules 4, 5, 7)
- **Teamwork** - We work together to solve problems and support each other to succeed (links to Golden Rules 1, 8)

These values are reflected in our Golden Rules and guide how we treat each other every day.

Our Golden Rules

All pupils follow our eight Golden Rules:

1. **We solve problems together** - When things go wrong, we stay calm, ask for help and work together to put things right
2. **We keep our hands, feet and bodies safe** - We make safe choices that help everyone feel secure and respected
3. **We speak with kindness and respect** - Our words build people up, include others and show good manners
4. **We focus on our learning** - We take responsibility for our own choices and let others do the same
5. **We listen carefully** - We listen to understand, follow instructions and value everyone's ideas
6. **We are ready and responsible** - We are in the right place, at the right time, with the right attitude to learn. Being ready and responsible includes wearing correct school uniform. From September 2026, we are moving to an active uniform to support pupils' comfort and physical activity throughout the day. Our full uniform policy is available on the school website.
7. **We always do our best** - We show resilience, take pride in our work and celebrate our achievements
8. **We care for our school** - We look after our environment, resources and each other

See Appendix 1 for what these look like in different contexts (classroom, around school, playground).

Teaching Our Golden Rules

We teach expected behaviours through:

- **Daily calm starts** - Each classroom begins the day with a calm start and Zones of Regulation check-in
- **Weekly SEL sessions** - All classes have a weekly Social and Emotional Learning (SEL) check-in, check-out and games-based session focusing on our half-termly skill

- **PSHE lessons and assemblies** - Explicit teaching of self-regulation, emotional literacy and social skills
- **Zones of Regulation** - We use this framework throughout school to help pupils recognise and manage their emotions
- **Modelling by all adults** - Staff consistently model expected behaviours
- **Visual displays** - Golden Rules are displayed in every classroom and around school
- **Restorative conversations** - When expectations aren't met, we help pupils reflect and learn

Unacceptable Behaviours

We will always challenge misbehaviour. Our response will be proportionate, considered and supportive. We will not tolerate the behaviour and we will explain why that behaviour does not fit in our positive school culture and where it goes against our Golden Rules.

Low-Level Disruption:

- Talking when others speaking
- Not following instructions
- Distracting others
- Calling out
- Unnecessary movement
- Not completing work
- Unkind comments or teasing

More Serious Behaviours:

- Repeated low-level disruption
- Defiance or refusal
- Physical aggression (pushing, hitting, kicking)
- Verbal abuse or swearing
- Damaging property
- Leaving classroom/site without permission
- Bullying (repeated, intentional harm)
- Discriminatory language (racist, sexist, homophobic, transphobic, disablist)

Very Serious Behaviours:

- Serious physical assault
- Sexual violence or sexual harassment
- Possession/use of weapons
- Possession/use of illegal substances
- Theft
- Persistent and severe bullying
- Malicious allegations against staff
- Behaviour posing serious safety risk

Sexual Harassment and Sexism:

We explicitly define and will not tolerate:

Sexual harassment: Unwanted conduct of a sexual nature, including:

- Sexual comments, jokes or taunting
- Physical behaviour like interfering with clothes or inappropriate touching
- Online sexual harassment (sharing sexual images, sexual comments online)

- Upskirting

Sexual violence:

- Rape
- Assault by penetration
- Sexual assault (intentional sexual touching)

Sexist behaviour:

- All staff will challenge these behaviours immediately

Our response:

- All staff will challenge these behaviours immediately, regardless of how 'small' they seem
 - We recognise 'low-level' incidents can underpin problematic culture
 - Response will be proportionate, considered and supportive
 - We will not tolerate misbehaviour and will encourage pupils to self-reflect on their own behaviour so that it aligns with our Golden Rules
 - We will support and listen to all pupils involved
 - See Section 8 for full procedures
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4. Roles and Responsibilities

The Governing Board

- Sets behaviour principles (Section 1)
- Reviews policy annually
- Monitors effectiveness through data analysis

The Headteacher

- Implements policy consistently
- Makes final decisions on serious incidents and exclusions
- Monitors behaviour data and reports to governors
- Ensures staff training

The Senior Leadership Team

- Supports staff implementation
- Responds to serious incidents
- Analyses behaviour data for patterns and disparities
- Coordinates interventions

The SENDCo

- Investigates patterns that may indicate unmet SEN
- Advises on reasonable adjustments for pupils with SEND
- Coordinates additional support and interventions
- Ensures inclusive behaviour systems

The Designated Safeguarding Lead (DSL)

- Considers whether behaviour indicates safeguarding concerns
- Ensures safeguarding is prioritised in all decisions
- Makes referrals to external agencies
- Supports staff to recognise safeguarding issues

All Staff

- Read, understand and consistently apply this policy
- Model expected behaviours
- Build positive relationships with pupils

- Teach and reinforce Golden Rules
- Record incidents accurately on Arbor
- Respond calmly and consistently
- Consider whether behaviour indicates SEN or safeguarding concerns
- Seek support when needed

Parents and Carers

- Support their child to meet behaviour expectations
- Work in partnership with school
- Attend meetings when requested
- Support interventions at home
- Model respectful behaviour

Pupils

- Follow our Golden Rules
- Treat others with kindness, respect and empathy
- Take responsibility for their actions
- Ask for help when needed
- Support peers to make positive choices

Data Analysis

The Assistant Head for Inclusion analyses behaviour data termly to:

- Identify trends and patterns
- Monitor for disparities between groups of pupils
- Evaluate intervention effectiveness
- Identify training needs

If disparities are identified, we will investigate and take action including additional training, enhanced support, or policy adjustments.

5. Our Approach to Behaviour Management

Prevention is Key

We prevent behaviour issues by:

- Building strong, positive relationships
- Creating calm, well-organised environments
- Teaching expected behaviours explicitly through our daily calm starts, weekly SEL sessions and Zones of Regulation
- Ensuring curriculum accessibility
- Identifying and meeting needs early
- Working in partnership with families
- Providing consistent routines

Understanding Behaviour as Communication

When challenging behaviour occurs, we consider whether it may indicate:

- Unmet or unidentified SEN
- Mental health difficulties
- Safeguarding concerns
- Difficulties at home
- Peer relationship issues
- Curriculum access problems

- Emotional regulation needs (using Zones of Regulation framework)

Our Response to Behaviour Incidents

Staff will:

1. **Respond calmly** - Use a calm, low voice; state the behaviour that needs to change; give reminder of expected behaviour; give opportunity to make the right choice
2. **Consider context** - What happened before? Are there triggers? Is this out of character? Could there be an underlying cause?
3. **Consult colleagues** - Speak to SENCO if SEN may be a factor; speak to DSL if safeguarding may be a concern; seek SLT support for serious issues
4. **Apply appropriate consequences** - Proportionate to behaviour; consider individual circumstances; balance accountability with support
5. **Record on Arbor** - Include all relevant details, triggers, and protected characteristics
6. **Involve parents/carers** - Contact promptly where appropriate; work together to understand and address behaviour
7. **Provide support** - Offer support to all pupils involved; implement interventions if needed; monitor and review

Restorative Conversations

After incidents, we use restorative conversations to help pupils:

- Understand what happened and why
- Recognise the impact on others
- Take responsibility
- Repair harm and rebuild relationships
- Learn and make better choices

Key restorative questions:

- Are you ready to talk or do you need some time first?
- What did you do? What happened?
- Using our ZOR, can you explain how you reacted, how you feel and if you are hurt?
- Who else did it affect? Using the ZOR poster can you explain how it may have made other people feel?
- How could you make it better for you and others?
- How can you stop this from happening again in the future?

See Appendix 2 for staff prompt card.

6. Rewards and Sanctions

Our Rewards System

We recognise and celebrate positive behaviour through:

Immediate verbal praise

- Used throughout the day by all staff
- Specific and linked to Golden Rules
- Example: "Well done, Maya! That's Golden Rule 3 - speaking with kindness"

House points

- Given for demonstrating Golden Rules and going above and beyond

- Counted weekly
- Celebrated in Friday assembly
- End of term House Awards

Weekly Golden Time

- All pupils who have followed our Golden Rules enjoy Golden Time on Friday afternoons
- Pupils choose from a range of activities
- Celebrates consistent positive behaviour throughout the week

Certificates and awards

- Presented in celebration assembly and/or in class
- Celebrate academic, social, effort and improvement
- Every child receives recognition throughout the year

Positive communication home

- Phone calls or messages to celebrate success
- Involve parents in celebrating achievements via Arbor and parents evenings

Special responsibilities

- Class jobs, lunchtime helper roles, House Captains, Green Group and School Council positions
- Recognise pupils who consistently model expected behaviours

Senior Leadership Award

- For exceptional behaviour, effort or achievement
- Celebrated with whole school

Our Approach to Sanctions

We will always challenge misbehaviour while supporting all pupils to achieve high standards.

Sanctions will be:

- Proportionate to the behaviour
- Applied fairly and consistently
- Decided case-by-case
- Focused on learning and repairing harm, not just sanctionment
- **Never** used to sanction behaviour that is a direct result of SEN or disability (this is discrimination under the Equality Act 2010)

Range of Sanctions

For low-level disruption:

- Verbal reminder of expectations
- Reminders of Golden Rules
- Non-verbal signal
- Redirection to task
- Change of seating where appropriate
- Brief conversation about behaviour
- Reflection time (few minutes to think about choices)
- Use of calm corner to regulate and reset using Zones of Regulation strategies
- Reset break in next door classroom with a 5 minute timer
- Loss of small privilege

For repeated low-level or more serious behaviour:

- Restorative conversation with staff member
- Loss of Golden Time
- Loss of break/lunchtime (supervised, proportionate)
- Completion of work at break/lunch
- Phone call home
- Meeting with parent/carer
- Behaviour support plan
- Internal reflection time with senior leader
- Report

For serious or persistent behaviour:

- Meeting with headteacher
- Report
- Internal exclusion (working in isolation within school)
- Fixed-term suspension
- Permanent exclusion (only in most exceptional circumstances)

Removal from Classroom

Only used when:

- Other strategies have been tried
- Behaviour significantly disrupts others' learning
- Pupil poses a risk to themselves or others

When removed:

- Supervised at all times
- Reason explained
- Work provided
- Restorative conversation before return
- Incident logged and monitored

Suspension and Permanent Exclusion

Used only in line with DfE statutory guidance. Decisions will be lawful, reasonable and fair. The headteacher may suspend for up to 45 school days in a single academic year.

Permanent exclusion is a last resort for:

- Serious breach or persistent breaches of this policy
- Where allowing pupil to remain would seriously harm education or welfare of others

Before excluding, the headteacher will:

- Consider all circumstances and evidence
- Consider whether alternatives have been tried
- Consult with SENDCo and DSL where appropriate

7. Support for Pupils

Support for All Pupils

All pupils have access to:

- High-quality teaching
- Daily calm starts with Zones of Regulation check-ins
- Weekly SEL sessions (check-in, check-out, and games-based skill development)
- PSHE curriculum teaching self-regulation and emotional literacy
- Zones of Regulation framework throughout the day
- Trusted adults

- Safe, inclusive environment
- Clear expectations and consistent routines

Additional Support for Pupils with Behaviour Difficulties

When a pupil experiences behaviour difficulties, we will:

1. **Investigate the cause** - Speak to pupil, parents/carers and staff; consider SEN, mental health, safeguarding factors; analyse behaviour logs for triggers
2. **Involve the right people** - SENCO (if SEN may be a factor); DSL (if safeguarding concern); parents/carers (as partners); external agencies where appropriate
3. **Put support in place** - Individual behaviour support plan; reasonable adjustments; targeted interventions (nurture group, social skills, emotional regulation); 1:1 pastoral support; mentoring; counselling; environmental adjustments
4. **Monitor and review** - Regular meetings with pupil, parents and staff; adjust support based on effectiveness; celebrate progress

See Appendix 3 for Behaviour Support Plan template.

Support for Pupils with SEND

We recognise some pupils require reasonable adjustments to meet behavioural expectations.

For pupils with identified SEND, we will:

- Consider whether needs are adequately met
- Ensure curriculum accessibility
- Adapt routines based on individual needs
- Anticipate triggers and implement preventative measures
- Provide additional support and resources
- Work closely with parents/carers and external agencies

We will not sanction behaviour that is a direct result of SEN or disability - this is discrimination under the Equality Act 2010.

However, we will not assume SEN has affected behaviour on every occasion - we use professional judgement for each situation.

Support for Victims

When a pupil has been harmed, we will:

- Listen and take concerns seriously
- Prioritise safety and wellbeing
- Take wishes into account when deciding next steps
- Keep them at reasonable distance from alleged perpetrator
- Provide appropriate support
- Keep them informed (age-appropriately)
- Monitor wellbeing

Support for Alleged Perpetrators

We recognise pupils displaying harmful behaviour may themselves be experiencing difficulties.

We will:

- Condemn the behaviour, not the pupil
- Provide safe space to explain what may have happened to them
- Consider whether behaviour indicates safeguarding concerns
- Offer appropriate support (counselling, therapeutic intervention)
- Help them understand impact of actions

- Support behaviour change
- Monitor progress

8. Specific Circumstances

Sexual Harassment and Sexual Violence

All incidents are taken seriously and responded to in line with our Child Protection and Safeguarding Policy and KCSIE 2026.

Our response includes:

- Immediate action to ensure safety of all pupils
- Consultation with DSL
- Risk assessment
- Consideration of police report and/or children's social care referral
- Support for victim(s)
- Appropriate sanctions and support for alleged perpetrator(s)
- Policy and practice review to prevent future incidents

Supporting victims:

- Listen and take seriously
- Prioritise safety and wellbeing
- Take wishes into account
- Keep at reasonable distance from alleged perpetrator
- Provide appropriate support
- Keep informed (age-appropriately)
- Monitor wellbeing

Supporting alleged perpetrators:

- Condemn behaviour, not the pupil
- Provide safe space to explain
- Consider safeguarding concerns
- Offer appropriate support
- Help understand impact
- Support behaviour change
- Monitor progress

See Child Protection and Safeguarding Policy for full procedures.

Bullying

Definition: Bullying is repeated, intentional behaviour that hurts someone physically or emotionally. It can include:

- Physical (hitting, kicking, taking belongings)
- Verbal (name-calling, insults, threats)
- Social (excluding, spreading rumours)
- Cyber (online harassment, sharing images)

Our response:

- Take all reports seriously
- Investigate thoroughly
- Support victim(s)
- Address behaviour of perpetrator(s) through sanctions and education
- Involve parents of all pupils involved
- Monitor situation
- Record on Arbor

For full procedures on preventing, identifying and responding to bullying, see our Anti-Bullying Policy.

Mobile Phones and Electronic Devices

Pupils are not permitted to use mobile phones or other electronic devices (smart watches, tablets, etc.) during the school day.

If a pupil brings a mobile phone to school:

- It must be handed to the class teacher at the beginning of the day
- It will be locked away securely
- It can be collected at home time

If a pupil uses a device during the school day without permission:

- The device will be confiscated
- Parents/carers will be contacted
- The device will be returned to parents/carers at the end of the day
- Repeated incidents may result in further sanctions

Misuse of devices: Any misuse of mobile phones or devices (including taking photos/videos of others without permission, cyberbullying, or accessing inappropriate content) will be treated as a serious behaviour incident and may result in:

- Contact with parents/carers
- Confiscation of device
- Further sanctions in line with this policy
- Referral to DSL if safeguarding concerns

Physical Intervention and Reasonable Force

All staff have legal power to use reasonable force to prevent pupils from:

- Committing an offence
- Causing personal injury or property damage
- Prejudicing good order and discipline

We will only use physical intervention when:

- Necessary and proportionate
- Other strategies have been tried or are inappropriate
- In pupil's best interests or interests of others

Physical intervention will:

- Use minimum force necessary
- Be recorded and reported to parents
- Be reviewed to identify learning or support needs

Staff receive training in positive handling techniques.

Searching and Confiscation

With consent: Staff may search for any item

Without consent: Headteacher and authorised staff may search for:

- Knives, weapons, alcohol, illegal drugs, stolen items
- Tobacco, e-cigarettes, vapes
- Fireworks, pornographic images
- Articles used or likely to be used to commit offence, cause injury or damage property

Searches conducted in line with DfE guidance and safeguarding policy.

Behaviour Outside School

This policy applies to pupils' behaviour:

- On school trips and visits
- Travelling to/from school

- Wearing school uniform
- In any way identifiable as a pupil
- That could affect orderly running of school
- That poses threat to others
- That could adversely affect school reputation

Online Behaviour

This policy applies to online behaviour including cyberbullying and sharing inappropriate content. We respond in line with this policy and our online safety policy.

Behaviour at Lunchtimes

Same expectations apply at lunchtime as during lessons. Lunchtime staff apply this policy consistently with support from teaching staff and SLT.

Pupils with Medical Conditions

We recognise some medical conditions may affect behaviour. We make reasonable adjustments and will not sanction behaviour that is a direct result of a medical condition.

9. Monitoring and Review

Recording Behaviour Incidents

All incidents beyond minor, one-off events are recorded on Arbor including:

- Date, time, pupil details
- Description and any known triggers
- Location and staff member
- Action taken
- Parent contact
- Follow-up required

Analysing Behaviour Data

The Assistant Head for Inclusion analyses data termly, examining:

- Overall trends
- Types, locations and times of behaviour
- Individual pupils with frequent incidents
- Whether any groups are disproportionately represented (by protected characteristic, SEND status, FSM status)
- Whether any staff record disproportionately more incidents for particular groups
- Intervention effectiveness

Reporting to Governors

The headteacher reports to governing board annually on:

- Overall behaviour trends
- Any disparities identified
- Actions taken
- Policy effectiveness
- Any exclusions

Policy Review

This policy is reviewed annually by the headteacher and governing board, considering:

- Changes to legislation or guidance
- Feedback from staff, pupils and parents
- Behaviour data and analysis
- Equality impact
- Effectiveness in practice

Consultation

When making significant changes, we consult with:

- Staff
- Pupils (through school council)
- Parents and carers
- Governors

Equality Analysis

As part of review, we assess impact on pupils with protected characteristics to ensure we meet Equality Act 2010 duties.

10. Training and Support

Staff Training

All staff receive training on:

- This policy and consistent application
- Building positive relationships
- De-escalation strategies
- Understanding behaviour as communication
- Recognizing SEN and safeguarding indicators
- Restorative approaches
- Equality and unconscious bias
- Positive handling techniques (relevant staff)

Training provided:

- During induction (new staff)
- Annually (all staff)
- When policy updated
- In response to identified needs

Staff Support

Managing behaviour can be challenging. Staff access support from:

- Line manager
- SLT
- SENCO (SEND advice)
- DSL (safeguarding concerns)
- Colleagues and peer support
- External training and professional development

Staff should ask for help when needed - you don't have to manage difficult behaviour alone.

11. Partnership with Parents and Carers

Our Commitment

We will:

- Communicate clearly about expectations
- Contact parents promptly about concerns
- Work collaboratively to understand and address issues
- Involve parents in developing/reviewing support plans
- Celebrate successes with families
- Listen to parents' insights

What We Ask

We ask parents and carers to:

- Support their child to meet expectations
- Talk to their child about behaviour
- Attend meetings when requested
- Work with us to find solutions
- Communicate openly
- Model respectful behaviour with school community

Collaborative Meetings

When concerns arise, we invite parents to collaborative meetings to:

1. Identify cause of behaviour
2. Analyse problem together
3. Develop plan with actions for home and school
4. Implement and evaluate plan

Raising Concerns

If parents have concerns about:

- How behaviour is being managed
- A sanction applied to their child
- Another pupil's behaviour affecting their child

Please:

1. Contact class teacher first (via office)
2. If unresolved, contact Assistant Head for Inclusion or SLT
3. If still unresolved, contact Headteacher
4. Formal complaints follow our Complaints Policy (available on website)

We aim to respond to concerns within 3 working days.

Appendices

Appendix 1: Golden Rules - Full Context Table

Appendix 2: Restorative Questions Prompt Card (for staff)

Appendix 3: Related Policies