

Behavior Policy

Date reviewed: September 2025

Date of next review: September 2026



Our Values

Salterlee Primary school is first and foremost a place of learning, where individuals are valued and encouraged to do their personal best. We operate a positive behaviour management system that ensures children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

Our aim is to:

- promote a culture of high expectations and encouragement in which all students can achieve.
- foster a positive attitude to learning, self-discipline and conscientiousness.
- encourage children to develop personal integrity and consistently make the right choices.
- ensure equality and fairness of treatment for all.
- provide clear expectations for all, which are upheld consistently and with rigorous attention to detail.
- identify patterns and trends which lead to intervention and additional support.
- ensure no group is disproportionately discriminated against by the sanction system.
- provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- foster a positive relationship with parents and carers to develop a shared approach towards behaviour management.

This policy is central to and underpins the school's personal development curriculum, the overriding aim of which is to support our children to become active and responsible citizens.

Code of Conduct

At Salterlee ...

- We respect ourselves and others.
- We look after and value our environment.
- We follow our class community rules.
- We strive to be the best version of ourselves (We are **Motivated**, we have **Integrity**, we are **Respectful**, **Resilient**, **Openminded**, and **Reflective** - **MIRROR**).
- We celebrate and give back to our community.

Behaviour Management Strategies

At Salterlee we have a dedicated team who are committed to the implementation of this policy. Leaders will maintain a rolling program of behaviour specific continuous professional development and updates for all staff, to ensure that practice is consistent, evidence informed and up to date.

Staff employ different strategies to manage behaviour in a positive way, including:

- public praise and private criticism 'catch them being good'
- the acknowledgment and exploration of feelings
- providing choice
- modelling desired behaviour
- listening to children
- pre-empting disruptive behaviour.

All staff throughout the school will be responsible for monitoring behaviour, however the Head of School and Senior Leadership Team will also use contextual information (e.g. age, sex, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Governors each term.

Our emphasis is on praising and recognising positive behaviour. We praise and reward positive behaviour in different ways including:

- verbal praise
- Dojos – for being **Motivated**, showing **Integrity**, being **Respectful**, **Resilient**, **Open-minded**, and **Reflective**)
- celebrating with parents
- Head of School awards
- special responsibility, privilege or trust
- celebration assemblies
- house points.

On occasion, some children may display behaviour that is at odds with our school's code of conduct. As part of our approach to supporting our children in becoming good citizens, we have in place a clear and consistent system of consequences. This system is designed to support the child to reflect on their behaviour and make the right choice in the future. The principles upon which consequences are based upon are:

- the minimum necessary
- immediate and short lived
- consistent application
- allowing time for reflection, rescripting and restoring
- focused upon the act not the child

- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- sufficiently disagreeable to discourage a repetition.

The sanctions in the table below are implemented when a child has been given a chance to correct their behaviour and has chosen not to do so. Consequences maybe altered according to the individual circumstances of each incident.

Consequences	Sanctions
Warning- rule reminders A warning can be given to an individual and/or a group/class.	'Pupil x you are distracting others from working. If you choose to keep talking that is a C1'
C1 Continuation of negative behaviour following the warning.	'Pupil X you have continued to talk across the class, you are now on a C1.' Recorded in the behaviour file by the adult dealing with the situation but no further action is required at this stage.
C2 Second negative behaviour	'Pupil X you have continued to talk you have moved onto C2.' The child is issued with a 15 minutes break loss, this could be morning playtime, lunchtime or 15 minutes in the playground. During this time the child is encouraged to reflect on what they have done and what they could do differently.
C2 3 times C1 incidents	When a pupil has received 3 x C1 they will be issued with a C2- as above
C3 Third negative behaviour	'Pupil X you are on the verge of leaving the lesson because you are not behaving reasonably and following my guidance.' Parents informed via school messaging service. Child misses lunchtime break. During this time the child is encouraged to reflect on what they have done, what they could have done differently and how they will restore relationships. If a situation cannot be de-escalated, then sanctions under C4 will be implemented to prevent harm. Once a child has received 3 C3's an SLT member will need to speak to the child and parent/carer/ A behaviour chart may be put into place at this stage.
C4 Consistent episodes of negatives behaviours Immediate C4 for health and safety	A C4 can only be given when a child has worked their way through the consequences or immediately for health and safety. An internal exclusion used to deescalate the situation and prevent the conclusion of the behaviours. Parents informed by telephone.

C5 Immediate threat to others	If there is a situation that warrants exclusion then a fixed term referral needs to be made. A member of SLT will issue the fixed term exclusion notifying parents. A reintegration meeting will be arranged with the child and parent/carer following the fixed term exclusion.
C6 Permanent exclusion	A C6 can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff. This is as a last resort and in extreme circumstances.

See Appendix 1 for examples of the types of behaviour associated with each type of consequence.

C1s are monitored by staff using the C1 Class Behaviour Form which is kept in the classroom file. (See Appendix 2) If a child receives frequent C1s i.e. more than 4 in a week, the 4th C1 will become a C2 and the child as per the policy will miss the following playtime and their parents will be notified. C2s are recorded on the individual Schools' Behaviour Log and are uploaded to CPOMs which is also kept in the classroom file (See Appendix 3) C2s through to C6s are all recorded on CPOMs.

EYFS

In Reception the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. The positive approach to behaviour management in line with the school's policy is followed (See above) however consequences are age appropriate.

Every child has their picture and name on the cloud with a rainbow at the beginning of each day, when children have made amazing choices throughout the day, they can move up to reach the treasure pot and receive a prize from the rewards tub. Dojos are also introduced in Reception. The children are rewarded dojos based on the MIRROR values they show throughout the school day. The children enjoy counting how many they have and this supports their number skills.

Once routines and rules have been established children who choose not to follow them are given a verbal warning and are moved down onto the grey cloud. If they repeatedly make the wrong choices, they are moved onto the thunderstorm clouds and are given 'thinking time' to reflect on their behaviour and what they could do differently next time. As soon as it is appropriate, staff encourage the children to continue with their journey moving back up the chart. Staff consistently encourage children to make the right choice in a supportive and caring manner.

Children with Special Educational Needs and Disabilities

We pride ourselves in being an inclusive and supportive community. We recognise that we are all individuals that have different needs and have had different experiences. We recognise that some children with special educational needs may require extra support or an alternative approach to managing their behaviour. If necessary, individual behaviour plans (IBPs) will be developed for and agreed with these children in partnership with teaching staff, parents, and outside agencies. A review of the plan will take place each term and will be overseen by the school SENDCO.

All staff will be made aware of the specific needs of children with SEND and have copies of IBPs if they have them, to ensure behaviour is managed sensitively and appropriately.

All staff will receive regular training and updates regarding specific SEND, within the context of positive behaviour management.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Children who are Looked After/Previously Looked After

We recognise that some children who are CLA/PCLA may require some extra support or an alternative approach to managing their behaviour. Where appropriate, individual behaviour plans will be developed for and agreed with these children in partnership with teaching staff, parents, and outside agencies. A review of the plan will take place each term and will be overseen by the school Designated Teacher for CLA/PCLA.

All staff will be made aware of the specific needs of CLA/PCLA and have copies of IBPs if they have them, to ensure behaviour is managed sensitively and appropriately.

All staff will receive regular training and updates regarding trauma informed practice within the context of positive behaviour management.

Behaviour at Lunchtime/Playtime

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour policy. Children are rewarded for good behaviour at playtime in the same way as the rest of the day through Dojos. We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits. Lunchtime staff can record any incidents on behaviour slips and pass to the teacher at end of lunchtime (*See Appendix 4*).

Searching, Screening and Confiscation

The school will always act in accordance with government guidance and its Searching, Screening and Confiscation Policy. In doing so the school will conduct searches of pupils using the following principles:

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance). Only the Head of School and members of staff authorised by the Head of School have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). See below for a list of prohibited items.

These members of staff are: Lucy Harper, Emma Marshall, Emma Lock

The member of staff carrying out the search will always be the same sex as the pupil and there will always be another member of staff present when the search is taking place.

The only exception is if the Head of School reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently.

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that pupils are at risk of harm. The school will always consider reasonable grounds before a search takes place. These reasonable grounds include:

- Hear the pupil or other pupils talking about an item.
- Be told directly of an item by a pupil, member of staff or a member of the public.
- A member of staff has seen an item.
- Notice a pupil behaving in a way that causes you to suspect that they're concealing an item.
- Observations made via CCTV.

Prohibited Items:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Drinks with high levels of caffeine

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

Commit an offence

Cause personal injury (including the pupil) or damage to property

The complete Searching, Screening and Confiscation Policy is available on request from school reception.

Serious breaches of the school's behaviour policy (C5 and C6)

Serious breaches of the school's behaviour policy may result in a suspension or permanent exclusion. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

The school will always follow the Department for Education guidance on ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’. This guidance lays out the procedure that the Head of School, governors, the local authority, and any other statutory partners identified in the procedure must follow, when the Head of School takes the decision to suspend or permanently exclude a pupil from the school. The Behaviour Policy and the procedures required to effectively implement the policy are reviewed annually, ensuring they are in compliance with the latest guidance from the Department for Education. The link to the full document is here

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Review date – September 2026

Appendix 1

Code	Behaviour
C1	Failure to follow instructions
C1	Distracting behaviour
C1	Lack of effort
C1	Not following school code of conduct.
C2	3 * C1 in 1 day.
C2	Damage/ misuse of equipment
C2	Disruptive behaviour
C2	Graffiti – book or furniture
C2	Aggressive or inappropriate language
C3	4 * C1 in 1 day or 2 * C2
C3	Violence towards another pupil
C3	Dangerous reckless behaviour
C3	Bullying incident
C3	Swearing
C3	Aggression to staff
C3	Racism/ homophobia
C3	Taking something that doesn't belong to you.
C4	Setting off fire alarm
C4	Inappropriate sexual behaviour
C4	Physical assault on pupil
C4	Offensive weapon (possession)
C4	Serious and persistent failure to comply to school code of conduct
C4	Persistent targeted bullying
C5	Total failure to respond to school policy
C5	Offensive weapon with intent to use
C5	Serious physical assault

Appendix 4

Name of Child _____ C1/C2/ Date _____ Behaviour _____ Action _____ Member of Staff _____
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