Chewton Mendip Church of England Voluntary Aided Primary School
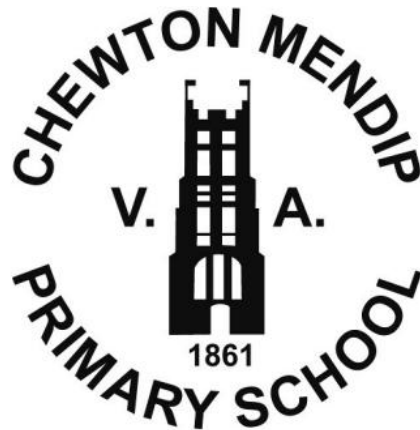
Behaviour policy

Approved by:	Governing Body
Last reviewed on:	1st September 2025
Next review due by:	1st September 2026

Contents

Introduction

"The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much" Mark 4:8 (Parable of the Sower)

We strive to be that 'good ground' where our children can grow in knowledge, skills and wisdom, with hope, aspiration, dignity and respect. Our ambition is that they can thrive and contribute to their communities and live well together. We embrace the Church of England's vision for education that all children will have "life in all its fullness" (John 10:10)

At our school we are committed to promoting a caring and supportive environment where everyone feels safe, secure and respected, achieving excellent behaviour for learning.

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all children can learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all Children

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy outlines our general approach to promoting positive behaviour throughout our school. It cannot anticipate every eventuality and is not an exhaustive list. The headteacher will use their professional discretion to adapt the policy during the day to day operation of the school.

If parents wish to discuss any aspect of the policy, they should contact the school office for an appointment.

This policy is based on our core values of:

- Kindness
- Respect
- Perseverance
- Responsibility
- Honesty
- Courage

And our aims to:

- Be positive
- Be caring
- Be yourself
- Be involved
- Be adventurous
- Be respectful
- Be responsible

Legislation, Statutory Requirements and Statutory Guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation at school 2018

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Exclusion from maintained schools, academies and pupil referral units in England 2017

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

> Use of reasonable force in schools

> Supporting Children 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 Children

> Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate Children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Children' property

> DfE guidance explaining that maintained schools must publish their behaviour policy online

And links to the following articles from the United Nations Convention on the rights of the child.

- Article 18- Children have a right to be protected
- Article 28- Children have a right to a good quality education

Roles and Responsibilities

Everyone in our school community is responsible for creating a caring and supported environment where everyone feels safe, secure and respected.

Staff

All staff model expected behaviour and teach positive relationships by:

> Treating Children as individuals, getting to know Children and respecting them.

> Praise children's positive behaviour.

> Creating a calm and safe environment for Children

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with Children

> Challenging Children to meet the school's expectations

> Show fairness and consistency when using rewards and sanctions.

> Ensure all parties have an opportunity to express themselves and listen to what is being said.

- Using restorative approaches to resolve situations and conflicts and provide meaningful solutions for all.
- Implementing the behaviour policy consistently
- Ensure the curriculum is inclusive and challenging, aiming to meet the needs of all learners in lessons.
- Providing a personalised approach to the specific behavioural needs of Children
- Be reflective and adjust and adapt strategies that are not working.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Working closely with parents and carers to share positive information about behaviour and to obtain support in improving behaviour.

Children

Children are expected to follow the school rules and will be reminded of these regularly. These expectations will be shared with pupils who are new to our school. Children will:

- Follow schools' expectations, key rules and routines.
- Show respect and consideration to others, listening to what they have to say
- Show respect to all staff and visitors
- Respect our school property and facilities
- Will be involved in conversations about their behaviour and take ownership for their actions
- Behave well when travelling to, from and around the school and on school trips, recognising that our school is part of a wider community.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- Contribute to the implementation and review of this policy

Parents and carers

Parents and carers, where possible, should:

- Praise their children and celebrate their successes
- Model the same behaviours that we expect from our children
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Talk with their children about the importance of respect for all members of our community.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly, so they can be resolved quickly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Work with the school to resolve issues.
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Governors

> Reviewing and approving the written statement of behaviour principles

> Review the behaviour around our school, gather opinions from children, parents and staff about relationships in our school.

> Monitor and evaluate the effectiveness and implementation of this policy using information from different sources

> Holding the headteacher to account for its implementation

> Monitor behaviour and the use of fixed term exclusions and review permanent exclusions

What does excellent behaviour look like in our school?

In our school we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. With the right support and adjustments, we expect all children to be able to meet the following behavioural expectations. Through our curriculum children are taught about the behaviours we expect to see at all times of the day. We will help children to understand how to be kind and respectful members of both the school and wider community.

We have a home school agreement that can be found on our website that outlines how we expect parents to support the school and promote positive behaviour and relationships.

The children in our school have identified ways in which excellent behaviour will look. These are:

In the classroom	
Children will be: • Focussed • Engaged • Listening to each other and our teachers. • Helping each other • Showing respect to all members of our community • Happy • Working quietly and calmly	
Around the school	**In the hall**
• Moving quietly • Walking around the site • Treat the building and school property with respect • Wearing the correct uniform • Respect and accept sanctions	• Listening to what others have to say. • Contributing • Eating our lunch quietly. • Treating everyone with respect • Helping others out • Being positive role models
In the playground	**When on educational visits and events**
• Safe • Respectful • Helping each other. • Being kind • Looking out for others	• Respecting others and their property. • Listening to what other have to say • Staying safe and aware

• Engaged in activity	

Rewards and Sanctions

We know that excellent behaviour has an impact on learning outcomes. Staff will ensure they recognise and value the effort children put into making positive behaviour choices. Positive choices will be rewarded in a number of ways and may include:

- Verbal praise
- Visual charts in classes
- Stickers
- Dojo points
- Raffle systems
- Class incentives to encourage collaborative working and community ethos.
- Celebration assembly
- Golden time
- Responsibilities around the school

There may be times where behaviour does not meet our agreed expectations. Consequences that support children to learn and understand about positive behaviours may include:

Low level responses	Medium level responses	High level response
E.g. Low-level disruption, calling out, talking, inattention in class	E.g. Not showing respect, answering back, refusing to participate in group work, repeated low level disruption	E.g. Intentionally hurting children or staff, racist incidents, homophobic incident, harassment
• Verbal reminders, eye contact or other low-level interventions (e.g. moving the pen the child is tapping.) • Reflection in own classroom • Discussion with another adult • Moving seats • Change of focus activity	• Time out in another class • Loss of playtimes • Name moved on the visual chart in the classroom • Loss of some of golden time • Conversation with parents • Possible referral to the SENDco, ELSA or PFSA	• Discussion with Headteacher • Meeting with parent and headteacher • Possible referral to external agencies for support • Exclusions may be used for repeated or extreme incidents where no other response is appropriate.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

Behaviour outside of school premises

Our behaviour policy applies to the behaviour of children outside of school including (but not limited to):

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Comments on social media

> 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

> 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 a staff member (e.g. on a school-organised trip).

Restorative approach to managing behaviour

We will use a restorative approach to deal with any conflict, teaching children strategies to support them during these times to find meaningful, positive solutions for all involved. A restorative approach enables the school to resolve conflicts, improve behaviour and develop well rounded individuals, supporting positive relationships with others.

Our restorative approach is based on an understanding and acceptance that conflict is a part of life, and that in an individual conflict there is an underlying damage to the two parties involved. This needs to be addressed to resolve the issue and prevent any further incidents of the same nature. This means that, instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

A restorative meeting following an incident brings together the harmed and the wrongdoer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. There will still be a consequence for the behaviour, but the focus will be on finding a resolution, supporting individuals and moving things forward.

Restorative approaches include:

> a quick 'restorative chat' in a corridor

> a reflection session with a teacher

> a structured restorative conversation

> a full class discussion.

A restorative approach is highly effective because it:

> Encourages a school-wide culture of mutual respect and care

> Transforms wrongdoing into a learning opportunity

> Supports the needs of the 'harmed'

> Creates obligations and support for 'wrongdoers'

Restorative Conversations

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves.

The following questions can be used to guide the dialogue:

- What happened?

- What mistakes did you make in the situation?

- What could you have done differently?

- What do you think needs to happen now?

- What should you do if this happens again?

- How can we prevent it happening again?

However, sometimes a less formal approach can have success. In this type of conversation, as with others (e.g. mediation), it is important for the adults to demonstrate good listening and body language. The overall aim of the conversation is to address the poor behaviour and to move forward positively.

Positive handling

Our behaviour management strategies are designed to avoid the need for physical restraint.

However, on rare occasions children's behaviour can pose a danger to themselves, others or to school property (as defined in the Section 93 of the Education and Inspections Act 2006), or can affect the good order within the school. In these circumstances positive handling may be used.

Examples may include:

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

The school trains staff in Team Teach strategies. Team Teach strategies develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. If de-escalation is not effective then as a last resort, positive handling techniques may be used to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

In all circumstances, other methods should be used if appropriate or effective; positive handling strategies should be used as a last resort and will be applied using the minimum amount of force and for the minimum amount of time possible. They should maintain the safety and dignity of all concerned and never be used as a form of punishment.

All incidents will be recorded on the school electronic recording system, CPOMS, and in the schools bound and numbered incident record book, and will be reported to parents as soon as possible.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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, saying unkind things
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

Chewton Mendip CofE VA Primary School is dedicated to ensuring that children are taught about how to keep themselves and others safe, including online. We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

This is part of a broad and balanced curriculum.

This includes:

➢ Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk); and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

➢ Personal, Social, Health and Economic (PSHE) education, to explore key issues at an age-appropriate stage such as:

• healthy and respectful relationships
• boundaries and consent
• stereotyping, prejudice and equality
• body confidence and self-esteem
• how to recognise an abusive relationship, including coercive and controlling behaviour
• the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
• what constitutes sexual harassment and sexual violence and why these are always unacceptable.

➢ A whole-school preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

- ➢ Appropriate filtering and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. (Further information can be found in KCSIE 2025, page 40)
- ➢ The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- ➢ Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- ➢ Learners can inform the curriculum via discussions with the school council and wellbeing leads.

When dealing with incidences of bullying we will take time to talk through the situation with all involved working with them together so that the victim can explain how they are feeling. Support will be given to all involved to ensure the situation does not reoccur. A programme of behaviour support will be put in place to identify why the bullying has taken place and explore appropriate support, including external services where necessary, to prevent further incidents. The parents must be involved to know what action has been taken to support their child.

All the staff will be informed of bullying incidents to ensure that full support is given to the victim and that all are involved in monitoring the behaviour to ensure that it is not repeated. Parents who have any worries about their child being bullied (or showing bullying tendencies) should contact the class teacher in the first instance.

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, and consider if there is additional support required or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- ❯ It poses a threat or causes harm to another pupil
- ❯ It could have repercussions for the orderly running of the school
- ❯ It adversely affects the reputation of the school
- ❯ The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Please refer to our safeguarding policy section 2.10 for details on our approach to online safety.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Chewton Mendip CofE VA Primary school recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where

AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with this policy.

Mobile phones

Children can bring mobile phones to school but these must be handed to a member of staff at the start of the school day and should be collected at the end of the school day. Children do not have access to their mobile phone throughout the school day.

Mobile phones are stored in the school office in the safe until they are collected at the end of the school day.

SMART watches and other devices

Children must not bring SMART watches to school. They often contain the same functions as mobile phones and should not be worn or used throughout the school day or during extended school activities. If a child brings a smart device or other form of technology that is not permitted to school, it will be confiscated and must be collected by the child's parent at the end of the school day.

Confiscations and searches

The school has the authority to search pupils or their bags for items which are deemed not suitable for school or if there is a suspicion that something has been taken e.g. phone, iPad, item belonging to another child. If such an item is found, this will be confiscated and parents will be contacted to discuss what the next steps will be in terms of returning the item. Any search will be conducted in line with DFE guidance on searching pupils which can be found here. Searching, screening and confiscation (publishing.service.gov.uk)

Suspected Criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero tolerance approach to sexual violence and sexual harassment

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

Children 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 and responding to incidents.

Please refer to our child protection and safeguarding policy for more information.

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 consider whether to 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 consider whether to 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 (LADO), 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 children 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 Children.

Serious sanctions

Removal from the classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove Children from the classroom once other behavioural 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

> Maintain the safety of all Children

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the child on CPOMs.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Responding to misbehaviour from children with SEND

Recognising the impact of SEND on behaviour

The school recognises that Children' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from Children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of Children with SEND (Children and Families Act 2014)

> If a pupil has an Education, Health and Care (EHC) 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 these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned and may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.

- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.

- Training for staff in understanding conditions such as autism.

- Use of calm spaces where children can regulate their emotions during a moment of sensory overload.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction

> Whether the pupil was unable to act differently at the time as a result of their SEND

> Whether the pupil is likely to behave aggressively due to their particular SEND

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour has unidentified SEND needs

The school's special educational needs co-ordinator (SENCO) may 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.

Children with Education, Health and Care Plans (EHCPs)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Link to SEND policy

Training

All staff are inducted on our behaviour management principles and policy as part of their full induction when they start our school.

This is repeated every academic year in September, as part of our re-induction process. Staff who may need to use physical restraint are trained via Team teach Approach training every 2 years. A log of all positive handling incidents is kept and are reported to governors termly.

Monitoring arrangements

Monitoring and evaluating school behaviour

The headteacher monitors behaviour informally every day and formally through learning walks. Governors work with the headteacher to review behaviour across the school using a range of evidence including visits, parent views and pupil voice.

This policy will be reviewed by the Headteacher every three years. The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

Links to other policies

This behaviour policy is linked to the following policies:

> Child protection and safeguarding policy
> SEND policy and information report