Growing together with love, courage and joy

Behaviour Policy

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Love Courage Joy

Our Behaviour Approach in One Page

Our Rules

- Be Ready
- Be Respectful
- Be Safe

Our Response

1. Reminder
2. Warning
3. Consequence
4. Restore

Our Belief

- Behaviour is communication.
- Every child deserves a fresh start.
- We use consequences and restoration together.
- We work in partnership with families.

Rationale

Idle CE Primary School believes that behaviour is a form of communication. Every child's actions reflect thoughts, feelings, needs, and experiences, and it is our responsibility as a school community to respond with understanding, guidance, and care. Rooted in the Christian parable of the mustard seed, we recognise that even the smallest acts of nurture, patience, and encouragement can help children grow and flourish. Our approach to behaviour supports our whole school vision: *Idle CE Primary School is a caring and supportive community where everyone is encouraged to thrive*.

We aim to help all pupils develop the skills to recognise and manage their thoughts and feelings, enabling them to build positive relationships and function confidently within society. Through faith, learning, and shared purpose, we support every child to grow in character, resilience, and responsibility, guided by Christian values and the belief that each child is wonderfully made by God.
At Idle CE Primary School, we recognise that children come to school with a wide range of life experiences, needs, and starting points. For some pupils, particularly those with additional or complex needs, behaviour may reflect difficulties with communication, regulation, or past experiences. We therefore approach behaviour through the principle of **equity rather than equality**. This means we do not assume that every child will need the same support or the same approach; instead, we seek to understand each child as an individual and provide the guidance, structure and support they need to succeed.

While the support we provide may differ, our expectations remain clear and consistent across our school community. We work together to help every pupil understand and uphold our three simple school rules: **Be Ready, Be Respectful, and Be Safe.** Through patient teaching, supportive relationships and clear boundaries, we help all pupils develop the skills they need to meet these expectations and to grow as responsible, caring members of our community.

Our approach to behaviour is rooted in our Christian values of **love, courage and joy**.

- **Love** guides us to show kindness, forgiveness and respect to others
- **Courage** helps us take responsibility for our actions and make positive choices
- **Joy** reflects the sense of belonging and pride we develop as part of our school community

We recognise that behaviour is closely linked to children's mental health and wellbeing. Staff are supported to respond in ways that promote emotional regulation, reduce anxiety and help pupils feel safe, understood and ready to learn.

Legislation and Statutory Requirements

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

Roles and Responsibilities

- **Staff** are responsible for implementing this policy consistently, using calm and respectful approaches, and following agreed procedures to support all pupils effectively.
- **Senior leaders** are responsible for monitoring behaviour across the school, supporting staff with implementation, and ensuring consistency and fairness in practice.
- **The Headteacher** has overall responsibility for behaviour and discipline within the school. This includes ensuring the policy is implemented effectively, decisions regarding suspensions or exclusions are made in line with statutory guidance, and that behaviour systems support both high expectations and pupil wellbeing.
- **Governors** are responsible for overseeing the effectiveness of the policy, ensuring it is in line with statutory requirements, and holding the Headteacher to account for its implementation and impact.
- **Pupils** are expected to follow the school rules of being ready, being respectful and being safe and to engage positively in restorative processes when needed.
- **Parents/carers** are expected to support the school's behaviour expectations, work in partnership with staff, and engage with the school to support their child's behaviour and wellbeing.

Our School Rules: Being Ready, Respectful and Safe

Our expectations of '**Being Ready, Being Respectful and Being Safe'** are consistently taught, modelled and reinforced across the school community. Our approach is underpinned by the work of Paul Dix and his relational approach to behaviour, which emphasises the importance of strong, positive relationships between adults and pupils. At Idle CE Primary School, we believe that behaviour is best supported through calm, consistent adult responses, clear routines, and a shared language of expectations. Staff work to recognise and celebrate positive behaviours while guiding pupils to reflect on and improve behaviours that may affect themselves or others. Through consistent practice and

supportive relationships, we help pupils develop self-regulation, responsibility and respect for others so they can contribute positively to our school community and beyond.

Our values of **love, courage and joy** underpin all aspects of behaviour at Idle CE Primary School.

- **Love** is shown through kindness, respect and care for others
- **Courage** is demonstrated when pupils take responsibility for their actions and make positive choices
- **Joy** is reflected in our celebration of learning, achievement and belonging within our school community

Being Ready

Being ready means coming to school and approaching learning with a positive attitude and being prepared to take part. Pupils demonstrate this by:

- Arriving at school and lessons on time and prepared to learn
- Listening to adults and classmates when they are speaking
- Following instructions promptly when they are given
- Having the correct equipment and being organised for learning
- Settling quickly at the start of lessons and after transitions
- Trying their best and showing resilience when learning is challenging
- Being focused on the task and avoiding distractions
- Showing a willingness to participate and contribute to learning

For pupils, '**Being Ready' means:**

- I come to school on time
- I listen carefully
- I follow instructions
- I try my best

Being Respectful

Being respectful means showing consideration, kindness and good manners towards others, ourselves and our environment.

Pupils demonstrate this by:

- Speaking politely and using kind words to adults and peers
- Listening carefully when others are talking and valuing different opinions
- Showing good manners, such as saying please and thank you
- Looking after school property, equipment and the learning environment
- Celebrating the achievements of others and encouraging their peers
- Working cooperatively and contributing positively to teamwork
- Respecting personal space and boundaries
- Showing understanding and empathy towards others

For pupils, 'Being Respectful' means:

- I listen to others
- I use kind words
- I look after our school

- I treat people how I would like to be treated

Being Safe

Being safe means making choices that protect ourselves and others so that everyone can learn and play in a secure environment.

Pupils demonstrate this by:

- Following school routines and instructions that help keep everyone safe
- Moving calmly and sensibly around the school building and playground
- Using equipment appropriately and carefully
- Keeping hands and feet to themselves
- Speaking to a trusted adult if they feel worried, unsafe or need help
- Making responsible choices that support the safety of others
- Following online safety expectations when using technology

For pupils, being safe means:

- I follow instructions
- I move safely around school
- I keep my hands and feet to myself
- I ask an adult for help if I need it

Behaviour expectations apply both within school and online, where actions may impact the safety and wellbeing of others.

Responding to Behaviour

At Idle CE Primary School, we respond to behaviour using a clear and consistent graduated approach. This ensures that pupils, staff and parents understand what will happen and that responses are fair and predictable.

We recognise that every lesson is a new opportunity for success. Behaviour steps do not automatically carry over from one lesson to the next. Following any restorative conversation or consequence, pupils begin each lesson with a fresh start, allowing them to re-engage positively with learning and relationships. Staff will use their professional judgement where behaviour is serious, persistent, or forms part of an ongoing pattern requiring additional support.

Step 1: Reminder

- A calm, clear reminder of expectations
- Linked explicitly to *Be Ready, Be Respectful, Be Safe*
- Opportunity for the pupil to adjust their behaviour
- For example: 'We should be respectful, thank you.'

Step 2: Warning

- Clear identification of the behaviour
- Explanation of its impact
- A final opportunity to make a different choice

Step 3: Consequence

- A proportionate and immediate response
- Delivered calmly and consistently

Examples include:

- Short reflection time within the classroom
- Short reflection time within the classroom or, where needed, with a member of the Senior Leadership Team
- Time in another class to reset
- Loss of a small privilege (e.g. part of break time)
- Completion of unfinished learning at another time

Consequences are not intended as punishment but as an opportunity for pupils to reflect, reset and re-engage with learning.

Additional Support

In some circumstances, a pupil may need a short period away from the classroom to support regulation and prevent disruption to learning.

This may include:

- Time working in another classroom
- Support from a member of the Senior Leadership Team
- A short period in a designated reflection space

These approaches are used:

- To allow pupils time to reset and regulate
- To maintain a calm and purposeful learning environment
- As part of a graduated response to ongoing or more serious behaviour

Any removal from class will be proportionate, time-limited and followed by a restorative conversation to support the pupil in returning successfully to learning. In more serious cases, a longer period of internal suspension may be used. Parents/carers will always be informed when this occurs.

Step 4: Restore

- A restorative conversation takes place with either class teacher or a member of SLT
- The pupil reflects on their behaviour and its impact and what could be different next time
- Actions are agreed to repair harm and move forward

Script staff may use:

1. What happened?
2. What were you feeling?
3. Who has been affected?
4. What can we do to put this right?
5. What could you do differently next time?

If the incident happens at break time or lunch time, it is dealt with outside by school staff and children may miss a section of that break or lunch time. A member of SLT will be available to support behaviour at break and lunchtime where required.

In rare cases of serious or persistent behaviour, further action may be required, including involvement of senior leaders and, where necessary, suspension or exclusion in line with statutory guidance.

Child-Friendly Language: reminder = a nudge, warning = a chance to fix it, consequence = time to reset and restore = making things right

Examples of Behaviour and Likely Responses

To ensure clarity and consistency for pupils, staff and parents, the following table outlines examples of behaviours and the likely responses. While professional judgement will always be applied, this provides a shared understanding of how behaviour is supported across the school.

Behaviour	Response	Action
Low-level disruption*	Reminder followed by warning	Not logged on CPOMS. Parents not informed
Continued disruption	Reflection time followed by loss of part of break or lunch	Logged on CPOMS. Parents informed same day via email, in person or call.
Disrespect to others	Consequences plus restorative conversation	Logged on CPOMS. Parents informed same day via email, in person or call.
Unsafe or Serious behaviour	Removal from situation and SLT support	Logged on CPOMS. Parents informed same day via call.
Repeated behaviour	Meeting with parents and bespoke support plan.	Logged on CPOMS. Parents invited into meeting with class teacher and senior leader. If no improvement, meeting with Headteacher arranged.

**Low-level behaviour refers to actions that disrupt learning or routines but do not pose a risk to safety. Examples may include:*

- *Calling out or interrupting*
- *Not following instructions promptly*
- *Low-level off-task behaviour*
- *Distracting others*
- *Talking during learning time*

These behaviours are addressed quickly and consistently through reminders and warnings to prevent escalation. Staff will always use professional judgement to consider context, including a pupil's individual needs, when responding to behaviour

In very rare circumstances, where behaviour presents a significant risk to safety or is persistently disruptive despite support, more serious consequences such as suspension or exclusion may be considered.

Serious Behaviour

At Idle CE Primary School, certain behaviours are considered serious and require an immediate and more formal response. These include:

- Physical aggression (e.g. fighting, hurting others)
- Use of inappropriate or offensive language, including swearing directed at others
- Discriminatory behaviour, including racist, homophobic or prejudiced language
- Behaviour that puts the safety of others at risk

These behaviours will result in:

- Immediate intervention by a member of the senior leadership team
- A clear and proportionate consequence
- A restorative process to repair harm and rebuild relationships
- Communication with parents/carers from the Headteacher

We take all forms of discriminatory behaviour extremely seriously. Incidents will be recorded and addressed in line with safeguarding and equality duties.

Incidents involving racist, sexualised behaviour, homophobic or other discriminatory language or behaviour will be formally recorded on CPOMS and monitored in line with the school's safeguarding and equality duties.

While we always seek to understand the reasons behind behaviour, this does not remove the need for clear consequences and accountability.

Examples are not exhaustive and senior leaders will use professional judgement when determining whether behaviour should be treated as serious.

Sexualised Behaviour

Idle will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small'
they feel it might be.

The school's response will be:

- Proportionate, Considered, Supportive, Decided on a case-by-case basis
- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.
- These include clear processes for:
  - Responding to a report
  - Carrying out risk assessments, where appropriate, to help determine whether to manage the incident internally, refer to early help, refer to children's social care and/or report to the police

Staff Approach

At Idle CE Primary School, we recognise that consistent adult behaviour is essential in supporting positive pupil behaviour and emotional wellbeing.

All staff will:

- Use calm, clear and consistent language at all times
- Follow the agreed behaviour procedures and expectations
- Avoid escalating situations unnecessarily
- Balance clear consequences with empathy and understanding
- Model the behaviours and attitudes expected of pupils

Consistency from adults helps pupils feel safe, understand expectations and develop the skills needed to manage their behaviour successfully.

Rewarding Behaviours

At Idle CE Primary School, we believe that positive behaviour should be recognised and celebrated as part of building a strong and supportive school community. We are clear with pupils that good behaviour is expected, as it reflects our shared values of being ready, being respectful and being safe.
However, we actively recognise and celebrate those moments when pupils go above and beyond these expectations by demonstrating exceptional effort, kindness, perseverance or service to others.

Recognising positive behaviour helps pupils feel valued, builds self-esteem and supports their emotional wellbeing, reinforcing the behaviours that enable all members of our community to thrive.

Recognition is used to celebrate effort, character and contribution rather than to create competition between pupils.

Class-Level Rewards		
Type of Reward	**Reason**	**Given By**
Positive Praise	Immediate recognition of effort, attitude or behaviour linked to school expectations.	Any member of school staff
Idle's Star Stickers	Awarded to pupils who go above and beyond in their work or behaviour, striving to be the best they can be. Celebrated in Friday's Celebration Worship.	Teachers and Support Staff
Headteacher Sticker	Awarded to pupils who demonstrate exceptional achievement, progress or behaviour worthy of wider recognition	Headteacher

Whole-School Level Rewards		
Type of Reward	**Reason**	**Given By**
Peer Praise Award	In Key Stage 2, pupils nominate a peer who has gone above and beyond these expectations by demonstrating our values of love, courage and joy through their actions, attitudes and relationships. This promotes fairness, responsibility and recognition of positive contribution.	Peers
Class Star Award	Two pupils from each class are recognised weekly for consistently demonstrating school values and going beyond expectations. Certificates are presented in Celebration Worship.	Class Teachers
Idle's Termly Stars	A termly award recognising one pupil per class for sustained excellence in behaviour, attitude and learning. Pupils receive a certificate and star badge.	Teachers and Support Staff

Managing Conflict

At Idle CE Primary School, we recognise that conflict can occur within any community. What matters most is how we respond to it and the opportunities it provides for learning, growth and restoration. Our approach to managing conflict is rooted in restorative practice, which focuses on repairing relationships, encouraging reflection and helping pupils understand the impact of their actions on others.

Wherever possible, pupils will be supported to regulate their emotions before engaging in restorative conversations, ensuring they are calm and ready to reflect.

When difficulties arise, staff support pupils to pause, reflect and talk through what has happened. Pupils are encouraged to consider how their choices have affected themselves and others, and to think about how situations can be resolved in a positive way. Through guided conversations, at a time when pupils 'are ready' (not still heightened by the situation), pupils are helped to take responsibility for their actions and to consider what they could do differently in the future.

This approach supports pupils in learning that every choice carries consequences, whether positive or negative. By reflecting on these outcomes, pupils develop a deeper understanding of responsibility, empathy and self-regulation. Restorative conversations also help pupils rebuild trust and repair relationships so that learning can continue in a positive environment.

Central to this approach is the belief that each member of our community has a role to play in shaping the culture of our school. We encourage pupils to reflect on how they can "be the change they wish to see", making choices that contribute to a respectful, safe and supportive environment. Through reflection, accountability and forgiveness, we help pupils grow as thoughtful and responsible members of our school community.

The Restorative Process

Staff may use the restorative questions outlined in Step 4 to support reflective conversations and restorative circles.

Restorative conversations do not replace consequences; they work alongside them to ensure that pupils learn from their behaviour and repair relationships.

Behaviour and Wellbeing

At Idle CE Primary School, we recognise that some behaviours may reflect underlying emotional or mental health needs. Staff will take a supportive and curious approach, seeking to understand what a child may be communicating through their behaviour. Support may include:

- Time to regulate emotions before reflection
- Access to a trusted adult
- Use of calm spaces
- Adapted responses for pupils with additional needs

We prioritise helping pupils feel safe and regulated, as this is essential for positive behaviour and successful learning.

Behaviour Beyond the School Day

At Idle CE Primary School, we recognise that pupils' behaviour outside of school can have an impact on the safety and wellbeing of others within the school community.

The school may respond to behaviour that occurs:

- on the way to and from school
- during educational visits or residential trips
- when representing the school
- online, including use of social media

Where such behaviour affects members of the school community or brings the school into disrepute, the school will respond in line with this behaviour policy. This may include the use of consequences and restorative approaches.

Where behaviour outside of school raises safeguarding concerns, this will be managed in line with the school's safeguarding policy.

Parents/carers will be informed where appropriate, and the school will work in partnership to address concerns.

Bespoke Plans

While our universal behaviour expectations of Being Ready, Being Respectful and Being Safe support the vast majority of pupils, we recognise that some children may require additional, personalised support to develop positive behaviours and self-regulation skills. For

these pupils, behaviour may be linked to additional needs, life experiences or barriers that make meeting expectations more challenging.
In these circumstances, the school may implement a bespoke behaviour support plan. These plans are designed collaboratively by school staff and, where appropriate, in partnership with parents, carers and external professionals. They identify specific needs, agreed strategies, supportive adjustments and clear goals to help pupils develop the skills required to succeed within the school environment.

We want to reassure parents and carers that, just as pupils with complex learning needs may have individual learning plans to support their academic development, pupils who experience challenges with behaviour may need structured teaching and support to develop positive behaviours. Behaviour, like learning, can be taught, practised and strengthened over time with the right guidance and support.

Through targeted strategies, consistent adult support and close collaboration with families and external agencies where appropriate, we aim to help every pupil develop the emotional regulation, communication and social skills they need to thrive. Our intention is always to support pupils with understanding and care, enabling them to grow in confidence, responsibility and independence within our school community.

Use of Reasonable Force

At Idle CE Primary School, we are committed to maintaining a safe and supportive environment for all pupils and staff. In rare circumstances, it may be necessary for staff to use reasonable force to prevent a pupil from harming themselves, harming others, damaging property, or causing serious disruption. Any use of reasonable force is always proportionate, necessary and used as a last resort, and is carried out in line with guidance from the Department for Education: Use of reasonable force and other restrictive interventions guidance

All school staff have a duty of care towards pupils and operate in *loco parentis* while children are in school. This Latin term means "in the place of a parent." In practice, it means that staff have the legal and moral responsibility to take reasonable action to safeguard pupils' wellbeing and safety, just as a responsible parent would. This includes intervening when a pupil is at risk of causing harm to themselves or others.

Reasonable force may be used to:

- Prevent a pupil from **hurting themselves or others.**
- Prevent **serious damage to property**
- Stop a pupil from **leaving a safe space where they may be at risk**
- Prevent behaviour that would **seriously disrupt the learning or safety of others**

Any physical intervention will always aim to use the minimum force necessary for the shortest possible time. The dignity and safety of the pupil will remain a priority at all times. Incidents involving the use of reasonable force will be recorded and, where appropriate, shared with parents or carers so that the school and family can continue to work together to support the pupil.

Our priority is always to prevent situations from escalating through positive relationships, clear expectations, restorative approaches and supportive strategies. Physical intervention

is only used when other approaches have not been effective and when it is necessary to keep members of the school community safe.

Suspensions/Exclusions

At Idle CE Primary School, suspension or exclusion is used only as a last resort and forms part of our graduated response to serious or persistent behaviour. All decisions are made in line with Department for Education guidance.

Our priority is always to support pupils in meeting our expectations of being ready, being respectful and being safe. In the vast majority of cases, behaviour is successfully managed through consistent routines, supportive strategies, restorative conversations and appropriate interventions. However, in rare circumstances, where behaviour is serious or persists despite support, a suspension or exclusion may be necessary.

These decisions are not taken lightly and are never intended to be purely punitive. Instead, they provide an opportunity for the school, pupil and family to pause, reflect and review the support in place. We will always consider any underlying needs, including a pupil's emotional wellbeing and mental health, when making decisions and planning next steps. During this time, the school will work in partnership with parents, carers and, where appropriate, external professionals to review and strengthen support for the pupil. This may include adapting behaviour support plans, identifying additional provision or implementing new strategies to help the pupil succeed.

All decisions regarding suspension or exclusion will be clearly communicated with parents, including the reasons for the decision, expectations moving forward, and the support in place for the pupil's return.

Our aim is always successful reintegration. We work to restore relationships, rebuild positive routines and ensure that every pupil feels safe, supported and able to thrive within our school community.

Bullying

At Idle CE Primary School, bullying is not tolerated. We define bullying as repeated, intentional behaviour that seeks to hurt, intimidate or harm another person where there is a real or perceived imbalance of power.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory including racial, faith-based, gendered (sexist), homophobic, biphobic, transphobic, disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or in-direct 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

All incidents of bullying will be:

- Taken seriously and investigated promptly
- Recorded appropriately
- Addressed through a combination of consequences and restorative approaches
- Communicated with parents/carers

We recognise the impact bullying can have on pupils' wellbeing and mental health and will provide support to all pupils involved.

At Idle CE Primary School, our approach to behaviour reflects our commitment to nurturing every child as an individual, created in God's image. Through love, courage and joy, we support all pupils to grow, develop and flourish, just as the mustard seed grows into something strong and sustaining.

Appendix A: Flow Chart of Dealing with Behaviour

Low-level behaviour:
Teacher: Reminder → Warning → Consequence → Restore
Not logged and parents not informed

Repeated behaviour:
Teacher: As above plus → Parents informed same day → Log on CPOMS same day → discussion with SLT → meeting with parents to consider support plan
If behaviour does not improve on support plan, parents invited into a meeting with Headteacher to discuss further supportive steps.

Serious incident (e.g. aggression, swearing, unsafe behaviour, discriminatory language):
Immediate SLT involvement → Consequence → Restorative process → Parent contact by SLT → possible further action

Appendix B: Email Template to Parents

Subject: Behaviour Update – [Child's Name]

Dear Parent/Carer,

I am writing to let you know about a behaviour incident involving **[Child's Name]** today.

During **[lesson/time]**, **[brief factual description of behaviour]**.

In line with our Behaviour Policy, **[Child's Name]** received a **Reminder / Warning / Consequence** and was supported to reflect on their choices. A restorative conversation took place and we discussed how they can make a positive choice next time.

As always, we will be providing a fresh start and supporting **[Child's Name]** to be **Ready, Respectful and Safe**.

Please contact me if you would like to discuss this further.

Kind regards,

[Staff Name]
[Class/Role]