



BEHAVIOUR POLICY

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Contents

Contents.....	2
Introduction and Aims.....	3
Principles of promoting excellent attitudes and behaviour	3
Roles and Responsibilities	4
Rewards	4

Introduction and Aims

This document is a statement of the aims, principles and strategies for managing behaviour at Levendale Primary School. We have high expectations for behaviour at all times and offer a consistent whole school approach involving all children, staff, parents and governors.

Promoting positive behaviour helps to provide an environment where children can develop socially, emotionally and academically. This policy ensures that the following articles of the UNCRC are promoted at Levendale: Article 2, Article 3, Article 12, Article 19, Article 28, Article 29, Article 37.

We aim to:

- Have clear expectations of behaviour by following the core principles: 'Be Ready, Be Respectful, Be Safe.'
- Develop responsibility, independence and consideration for others.
- Encourage children to respect property and our school environment.
- Use appropriate language and be polite towards each other.
- Value all members of our school community, including working with parents.
- Celebrate and reward children who behave well.
- Adhere to Levendale's ethos of "Being the best we can be."
- Provide guidance for staff when dealing with inappropriate behaviour.

Principles of promoting excellent attitudes and behaviour

We work in partnership with staff, children, parents and Governors to promote positive attitudes and behaviour.

We seek to develop excellent attitudes and behaviour by:

- Encouraging self-motivation and independent learning.
- Ensuring our curriculum teaches children the skills and knowledge to become respectful and responsible members of our community.
- Focussing on positive behaviour strategies.
- Acknowledging children's achievements, including outside of school.
- Using appropriate reward systems.

Roles and Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact.
CEO	Ensures systems are in place and policy is reviewed.
Local Governance Committee	Approves and monitors the policy.
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping.
Staff	Apply policy consistently, model positive behaviour, maintain high expectations.
Pupils	Be ready, respectful and safe; take responsibility for actions.
Parents	Support school values and policies; ensure pupils are ready to learn.

Rewards

To encourage excellent behaviour we use a variety of strategies.

Rewards may involve:

- Verbal praise
- Stickers and stamps
- Receiving tokens
- Certificates
- Sending good work to other staff members
- Special responsibility jobs
- Golden Time which is earned weekly
- Informing parents about good behaviour
- Individual Team points
- Whole class rewards
- Celebrating in assembly
- Working towards a goal
- Trophies
- Lunchtime awards

Where staff deem it appropriate, additional or individual reward or behaviour systems may be used to support children in managing their behaviour. This may include supporting children with Special Educational Needs or specific behaviour needs.

Golden Time

Golden time happens weekly, and is used to reward children for demonstrating desired behaviour in school. This time has an educational focus, such as art, computing, physical activity, games, PSHE.

Early Years Foundation Stage

Due to the age and maturity of children in Early years, staff do not use Golden time but rather follow the guidelines below:

Rewards

Rewards for children in the Foundation Stage follow a similar format to those further up the school, with plenty of praise for good behaviour.

Sanctions

Children who misbehave in class are given verbal warnings; after this they have timeout away from the rest of the class, which varies depending on the maturity of the child. Where behaviour is of a more serious nature, the Head Teacher or a Senior Leader will be informed. Parents are kept informed, where there are concerns about a child's behaviour.

Lunchtimes

Lunchtime staff promote 'Be Ready, Be Respectful, Be Safe'. They award certificates to the children who they observe demonstrating these behaviours. These certificates are also celebrated in assemblies.

Where inappropriate behaviour occurs at lunchtimes, class teachers are informed and will follow the actions outlined in this behaviour policy.

Low-Level inappropriate Behaviour

Low-Level inappropriate behaviour might include but is not limited to:

- Low-level disruption or talking in lessons
- Failure to complete an activity
- Refusing to follow an instruction or rudeness
- Not following the principles 'Be Ready, Be Respectful, Be Safe.'

Where a staff member deems a behaviour is inappropriate, they will respond using the following behaviour system:

- 1) Focussing on positive behaviour around the child – e.g. praising a child in the proximity or Looking at the child to acknowledge staff is aware of their behaviour
- 2) Verbal reminder/warning If behaviour continues:
- 3) Loss of 5 minutes Golden Time
- 4) Loss of Golden Time in 5-minute intervals
- 5) If 15 minutes are lost in one day, parents will be informed. If behaviour continues:
- 6) Spoken to by Head Teacher or Senior Leader, which may result in additional consequence such as missing break time.
- 7) Children may be asked to apologise to another child or staff member, if appropriate.
- 8) Parents informed.

Children will also have the chance to improve their behaviour and may earn back Golden Time that has been withdrawn by making appropriate choices. Any deviation from this policy must be agreed with the Head Teacher or a Senior Leader.

Serious inappropriate behaviour

Serious inappropriate behaviour might include but is not limited to:

- Discrimination – not treating people equally
- Harassment – unwanted or offensive behaviour
- Deliberately chosen inappropriate behaviour
- All forms of Bullying, (including cyber-bullying, prejudiced based and)
- Refusal to comply with sanctions
- Possession of banned items, including drugs, tobacco, alcohol, weapons
- Theft
- Serious and deliberate damage to property
- Fighting and aggression
- Violent behaviour
- Persistent inappropriate behaviour
- Sexism and Sexual harassment or violence

Where behaviour is deemed to be serious, the school will have a zero-tolerance approach. Incidents will be monitored by Senior Leaders and parents will be notified.

Where a staff member deems an inappropriate behaviour is serious, they will respond using the following behaviour system:

- 1) Where appropriate, a child may be removed from the situation, such as sent to the Head Teacher's office or a quiet space.
- 2) The Head Teacher, a Senior Leader or a teacher will be sent for.

- 3) All racist, homophobic, or discriminative incidents will be fully investigated and recorded. Governors will be informed of the number of anonymised incidents.
- 4) Serious incidents will be recorded on cpoms, a secure recording system.
- 5) Parents will be informed and behaviour will be discussed with parents. This may involve planned meetings or a behaviour plan.
- 6) Withdrawal of privileges will be considered.
- 7) Sanctions, including loss or changes to break time and lunch times will be considered and appropriate to the severity of the behaviour.
- 8) Children may be removed from their classroom, if they do not respond to all other behaviour strategies. This should be at the decision of the Head Teacher and proportionate to the severity of the issue, considering the needs of all involved.
- 9) A child may be directed to a quieter room, for example to support them to regulate their emotions.
- 10) Children may be requested to apologise to another child or staff member, if appropriate.
- 11) Support will be provided for the child to enable them to improve their behaviour/and or reintegrate back into the classroom.
- 12) Support will be provided for any children who are impacted by another's behaviour.
- 13) Where another child is involved, parents will be contacted.
- 14) Incident of serious behaviour will continue to be monitored.
- 15) Referrals to outside agencies, including children's social care and the Police will be considered.
- 16) A managed move, a process to transfer a child temporarily or permanently to another school to improve behaviour may be used if it is in the best interests of the child, adhering to Government guidance.

Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, 2024). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Searching, Confiscation & The Use of Reasonable Force

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022) and the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2013), alongside Keeping Children Safe in Education (September 2025).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law. Confiscated items will be dealt with in line with statutory guidance. Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

All staff within school have a legal power to use 'reasonable force' in line with Keeping Children Safe in Education (September 2025). Staff use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in circumstances such as preventing injury, removing a disruptive child from a room, preventing a pupil leaving when it is unsafe, or breaking up a fight. It will only ever be used as a last resort.