



BEHAVIOUR POLICY

JULY 2026

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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. Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement. Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.
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.

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

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, updated August 2024, effective until July 2026) and Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026). 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.

Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where it is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by

the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies. Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Mobile Phones & Digital Devices

All digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes). Devices will be confiscated if seen in school and stored in the school office for parents/carers to collect.

Pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.

Use of Reasonable Force and Restrictive Interventions

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education (September 2025) and Keeping Children Safe in Education (September 2026) when effective.

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 including knives, drugs, alcohol, mobile phones, stolen or harmful items. 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

Levendale Primary School recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Levendale Primary school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from: -

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Levendale Primary school does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will: -

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Levendale Primary school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.