Behaviour policy and statement of behaviour principles

Howe Park School

Approved by: Governors	Date: 18.11.25
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Contents

1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils

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

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour in schools: advice for headteachers and school staff 2024

> [Searching, screening and confiscation: advice for schools 2022](#)

> [The Equality Act 2010](#)

> [Keeping Children Safe in Education](#)

> [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

> [Use of reasonable force in schools](#)

> [Supporting pupils with medical conditions at school](#)

> [Special Educational Needs and Disability (SEND) Code of Practice](#)

> [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 pupils

> Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

> [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

For this policy, the school defines "**serious unacceptable behaviour**" as: any

behaviour which may cause harm to oneself or others, damage the reputation of the school

within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purpose of this policy, the school defines "**low level unacceptable behaviour**" as:

Behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Rudeness and not using manners
- Telling lies
- Not following classroom rules
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour"

if the behaviour is persistent and disturbs the learning of others.

4. 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, 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 (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We adopt a preventative approach towards bullying. We recognise the need to act as a whole school community to stop bullying occurring. We communicate a strong anti-bullying message to children through the school ethos.

Bullying may occur in any school setting. Through our PSHE education we aim to bring these issues out in the open. We provide children with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We will follow-up every incident of bullying appropriately and will include relevant parents in our discussions.

Retaliation is not permitted, being the escalation of a violent act.

5. Roles and responsibilities

5.1 The governing board

The Governing board is responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this behaviour policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

5.2 The Head teacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the governing board.

> Giving due consideration to the school's statement of behaviour principles (appendix 1)

> Approving this policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

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

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

> Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

> 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

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

> 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

> The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

The positive management of behaviour is underpinned by our key principles of Behaviour Management.

- A positive approach adopted by all
- Clear, consistently applied rewards and sanctions
- Clear expectations for behaviour
- Creating an organised, safe and secure environment for children
- Ensuring all needs are fully met
- The modelling of appropriate behaviour
- "Catching the child being good"
- Partnership with parents
- Early intervention
- Encouraging the children to be independent in their learning
- Instilling and understanding of what learning behaviour looks like and how the children can demonstrate
- **Core Values**

The Fantastic Five

Our behaviour curriculum is built around the **Fantastic Five**:

- **Fantastic Walking**
- **Fantastic Table Working**
- **Fantastic Listening**
- **Fantastic Manners**
- **Fantastic Classroom**

Each strand is explicitly taught through clear, progressive steps to ensure that all children understand what success looks like and can confidently demonstrate these behaviours in every aspect of school life.

This approach is firmly rooted in our **core values** and reflects the strong sense of community that gives Howe Park its distinctive *village feel*. By teaching the Fantastic Five, we promote respect, kindness, co-operation, honesty and perseverance ensuring that our school remains a calm, welcoming and nurturing environment where every child can thrive.

Staff model the Fantastic Five consistently throughout the school day and use positive reinforcement to celebrate success. Expectations are revisited regularly through assemblies, class discussions, and visual prompts in classrooms and

shared spaces. This consistent approach supports children in developing self-regulation and understanding how their behaviour contributes to a positive learning community.

6.1 Mobile phones

> Children are not allowed to have mobile phones on the site.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Good social behaviours are rooted in positive self-esteem. Self-esteem is the feeling of value or worth. It is the way we judge ourselves as individuals and how we estimate what we can do or achieve.

In our school we encourage the development of self-esteem by ensuring that children experience success and acknowledging children when they succeed. We achieve this in a variety of ways by:

• Celebrating achievement publicly (in class or in assemblies)

• Giving immediate verbal praise for individual achievement

• Adopting a "You can do it" approach

• Listening to children and understanding their needs and expectations

• Marking work promptly and giving verbal or written feedback.

• Enabling children to know their goals

• Showing sensitivity and diplomacy when children do not grasp areas of learning

• Being approachable so that children feel safe to share their anxieties

• Ensuring that all adults are positive role models and have a good relationship with people

• Building trust by being fair

• Discussion in circle times and through the school council

Each class uses a cloud system which enables the children to monitor and adapt their own behaviour. Every morning the children will start the day with their name on the sun. If they display inappropriate behaviour and do not respond to a verbal warning from the teacher, their name will be moved onto the white cloud. If they do not change their behaviour they will move onto the dark cloud and have to sit with a teacher for 5 mins or miss 5 mins of playtime in KS1. The children's names will return to the sunshine after playtime and lunchtime to give them the opportunity to start afresh. Any 5 minute sanctions will take place at the first opportunity.

The benefit of this system is that it is very visual and the children can use the display as a reminder, allowing them to make different choices. They can also change their behaviour and have their name moved back up to the sun, so the system encourages the children to take responsibility for their own actions. It also shows them that actions have immediate consequences, but that they can still move on and end the session in a positive way.

7.2 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [insert link].

7.3 Responding to good behaviour

If a child exhibits exceptional positive behaviour eg. Show an act of kindness or show a responsible attitude, they will be moved onto the rainbow or given a raffle ticket. This is a system which gives the children boundaries and clear consequences, but also rewards positive behaviour.

"Treat time" is central to the rewards system. Treat Time is promoted as a reward for demonstrating the values and takes place at the end of each term. During the term, the class work together to collect objects in a jar. This promotes team work and responsibility towards each other. Once the jar is full the class have a treat, chosen by the children. Eg. A picnic, a games session or a quiz.

Throughout the school day the children collect raffle tickets which can be given when the staff spot someone trying hard with their work, showing kindness or being a good role model.

The raffle tickets are put in a draw at the end of each day and the winner receives a small prize.

At the end of the day each teacher nominates a star of the day and at the end of the week 2 children from each class receive a star certificate in a celebration assembly.

Each class will be expected to teach the children about learning behaviour. It is expected that the children understand what learning is and how certain behaviour will aid their ability to learn. This is taught using the Fantastic 5. The fantastic 5 give the children a visual and clear understanding of the school's expectations.

7.4 Responding to misbehaviour

If a child moves onto the dark cloud they miss 5 mins of their playtime. In Foundation the children have 5 mins 'time out'. A record of the children moved on to the dark cloud is made each day and this is reviewed by the class teacher each week.

The thunder cloud is smaller than the other clouds and will be for serious offences. This may be in the form of aggression or persistent poor behaviour. This cloud indicates that the behaviour has been referred out of the classroom to a member of the senior leadership team.

Children beyond normal rewards and sanctions

Children who are unable to respond to the school's Code of Conduct are regarded as having special educational needs in the area of social and emotional support. Personal education plans or behaviour plans will be drawn up in such cases in accordance with the school's special needs policy and the Special Educational Needs and Disability Code of Practise 2015. Where appropriate and in accordance with the school's special needs policy, external support agencies will be involved to advise on the development of individualised programmes and to monitor a child's progress in response to intervention.

This school operates on the basis that any child with behavioural difficulties is recognised and supported by the entire staff. Class teachers will be provided with support and practical assistance from all staff in addressing the needs of individuals and applying the expectations and targets set for them in their individualised, personalised plans.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

› Causing disorder

› Hurting themselves or others

› Damaging property

› Committing an offence

Incidents of reasonable force must:

› Always be used as a last resort

› Be applied using the minimum amount of force and for the minimum amount of time possible

› Be used in a way that maintains the safety and dignity of all concerned

› Never be used as a form of punishment

› Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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.

7.6 Off Site

Educational Visits

Howe Park School values the learning opportunities provided by educational visits and seeks to ensure that every child can participate safely.

- In rare cases, if a child's behaviour in school has been unpredictable or presents a potential risk to themselves or others, the school may request that a parent or carer accompanies their child on the visit. This will always be considered in discussion with senior leaders.
- During educational visits, the school's behaviour policy continues to apply. Staff may use the same sanctions and positive behaviour strategies as in the classroom, including reflection time where appropriate.
- If a child behaves in a way that endangers themselves or others during a visit, staff may contact parents to arrange collection or may return the child to school.

12. Online Behaviour

Howe Park School expects all children to use online technology safely and responsibly. Behaviour sanctions may be applied for online misbehaviour when it:

1. Poses a threat or causes harm to another pupil;
2. Has the potential to disrupt the smooth running of the school;
3. May negatively affect the reputation of the school;
4. Identifies the pupil as a member of Howe Park School.

Sanctions will only be applied when the pupil is under the lawful care of school staff, whether on school premises or elsewhere. For more information, please refer to *Appendix 5 – Online Safety and Cyberbullying*.

7.9 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 Head teacher 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school 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:

- o   Manage the incident internally
- o   Refer to early help
- o   Refer to children's social care
- o   Report to the police

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

7.11 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 pupils 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 pupils.

8. Serious sanctions

8.1 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 pupils 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 pupils

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

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

Pupils should be reintegrated into the classroom as soon as it is 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/carers 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 in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 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.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

> Using our best endeavours to meet the needs of pupils 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 take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

> The pupil was unable to understand the rule or instruction

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

> The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

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 make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

> The needs of the pupils at the school

> How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusions and suspensions

> Use of pupil support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed term by the Head teacher

The data will be analysed from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved.

14. Links with other policies

This behaviour policy is linked to the following policies

> Exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

> Mobile phone policy

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