



Behaviour Policy

and

Statement of Behaviour Principles

DATE: October 2025
REVIEW: October 2026

Learning to live life in all its fullness...

Roundhay St John's Church of England (VA) Primary School

Written Statement of Behaviour Principles

Approved by the Governing Body: October 2025

Next due for review: October 2026

The Department for Education requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

As well as the specific principles stated here, the Behaviour Policy, along with all other policies will be underpinned by the school's Christian ethos.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Roundhay St John's Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the Christian values we aim to live out in daily practice. We have high expectations that support the development of our pupils as tolerant and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Behaviour Policy is developed with reference to the DfE guidance document Behaviour in Schools – Advice for Headteachers and School Staff, February 2024.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Roundhay St John's C.E. Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected from everyone and staff and volunteers are expected to set a model example. The school rules should be clearly set out in the Behaviour Policy and consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil
 - The behaviour and actions impacts on the school (including on line)

ROUNDHAY ST. JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

Vision Statement

Inspired by Jesus' promise of life in all its fullness, Roundhay St John's Church of England Primary School aims to provide education of the highest quality within a Christian context.

Christian values guide our decision making and permeate every area of school life.

This is an inclusive school that respects the beliefs of all. We aim to create opportunities to explore the meaning of Christian faith as a gift to be experienced and enjoyed.

Through this we aspire to enable every child to flourish and each person to feel valued.

Introduction

As a Church of England School, we base all that we do on our Christian vision. As such, we seek to develop relationships between adults and children which are underpinned by Christian values including kindness, responsibility, fairness, truth, courtesy, compassion, forgiveness and thankfulness. Good behaviour is central to Christian values. This policy sets out the expectation of both staff and pupils in promoting positive relationships, good behaviour and attitudes. The policy is based on and formulated within the parameters set out by the Governing Body in their written statement of behaviour principles.

AIMS

- To promote good behaviour, self-discipline, self-regulation and respectful relationships.
- To be consistent and fair ensuring that everyone can be heard and understood
- To ensure that the school's values become central to the lives of our learners as we encourage children to understand the place of Christian values in our everyday lives, growing self-discipline, responsibility for one's actions and an awareness of their effect on others.
- To ensure that standards are agreed and consistently applied.
- To work in partnership with parents to secure high standards of behaviour and attitudes to learning.
- To have a policy which acts as a handbook for all who use it.
- To reflect the collegiate understanding of all involved in implementing the policy

Guidance

Our approach to behaviour has led to a Charter which is displayed around school and is used as a tool for implementing and monitoring the policy in a visual way. The charter is used to reinforce high standards of behaviour and attitudes to learning. At every stage there should be consistent limits as defined in our behaviour agreement. All staff should expect the same high standards of behaviour in both structured and unstructured situations, both in person and online. Staff who are in direct contact with the children are responsible for ensuring good behaviour and equally responsible for following through sanctions they have instigated.

We understand that there are a whole range of factors that can influence a child's behaviour and we will endeavour to overcome these barriers. Amongst many others, factors can include:

- problems brought from home,
- punctuality issues,
- inconsistent treatment,
- peer group pressure / friendship issues,
- content of learning,
- thirst and hunger,
- intellectual or physical ability,
- individual needs,

- fear of failure / success
- the way children feel day to day.

Our behaviour sets out what we mean by 'good', 'wobbly' and 'unacceptable' behaviour and everyone understands those terms. This charter is also supported by a set of agreed class rules that are personal to and agreed by each class.

Good behaviour

Our aim is to remove barriers that could lead to unacceptable behaviour. Primarily, this is about the way in which we build and value relationships right across the school community, live out the school's aims and ethos in our daily work and by creating an environment which supports children appropriately and positively. This also paves the way to providing a consistent approach to the management of more challenging behaviour when it present.

We must:

- Agree rules and expectations
- Have a consistent approach
- Be relentlessly positive in our approach
- Listen to children and their parents / carers
- Help pupils to develop skills of cooperation
- Reward good behaviour
- Be aware of individual circumstances of the individual child and their family
- Establish a stimulating and supportive environment
- Develop strategies for children to have an individual and collective voice

Rewards for good behaviour, attitudes or work to include but are not limited to:

- Verbal praise to a named individual / group, specifying what actions have earned the praise.
- Non-verbal recognition (smile, thumbs up etc)
- Written praise on work specifying reason, with rewards symbol (sticker etc.)
- Acknowledgement to parents (verbal / written) by teaching or support staff.
- Visit to the headteacher or other appropriate member of staff to add a special dimension to the achievement.
- Group reward system agreed within class earned over a specific length of time resulting in a small treat negotiated with the class teacher.
- Whole class target with a specific goal and resulting in a whole class reward. Nature of target to be decided in each class with all pupils able to contribute through individual and full class achievements. Possible rewards: extra favourite activity or playtime.
- Headteacher award for good work, attitudes or behaviour.

Wobbly Behaviour:

A positive behaviour strategy, by its very nature requires all staff to emphasise the positive and use this to encourage others into similar responses. We recognise that we can all be 'wobbly' from time to time and that there are a range of strategies we can employ to quickly get children back on track.

These include: eye contact, quiet verbal reminder, ignoring attention seeking behaviour giving the attention to desired responses, capturing a child's attention with something else, telling the child to stop, move places in class, short time out.

Behaviour will be actively monitored and kept high profile in the classroom using an agreed visual display.

Children will make a fresh start at the start of each new day and after they have served a sanction.

Wobbly behaviour includes but is not limited to:

- Learning not completed
- Interrupting / distracting
- When fun turns to teasing
- Poor manners
- Being unfair
- A misdemeanour which the child knows is wrong

We have adopted a system of progressive sanctions implemented as agreed in our Behaviour Charter. The important principle is that the sanction should be carefully matched to the situation with a view to putting the situation right. For wobbly behaviour, staff also adopt a culture of *payback* time where the child must complete their learning in their own time if wobbly choices have prevented them from completing learning.

Unacceptable Behaviour

Our behaviour agreement clearly defines what we have agreed as unacceptable behaviour.

- Persistent Wobbly Behaviour
- Swearing
- Fighting or aggressive behaviour
- All forms of bullying including cyberbullying, prejudice-based and discriminatory.

Unacceptable behaviour will result in sanctions which are listed in the behaviour charter. **In the first instance**, the sanction must involve the child understanding what they have done wrong and finding solutions to putting the situation right again. In the vast majority of cases, this will be enough to get the child back on track and help them to appreciate the impact that behaviour has had on others. Such behaviour will be recorded on an incident sheet so that patterns in behaviour can become apparent.

Although rare, unacceptable behaviour may become very serious when:

- a. When a pupil chooses repeatedly not to follow class rules such that the teacher feels unable to deliver the curriculum to the class
- b. repeated poor behaviour in the playground results in safety being compromised.
- c. a single serious incident eg. abuse of an adult; discriminatory or prejudice behaviour of any kind; non-accidental injury to another child; intentional damage to property.
- d. An ongoing situation, such as bullying, comes to light

For serious incidents of behaviour the following procedures should be followed:

- Child sent to a member of senior staff immediately who will take appropriate action and record the incident.

Sanctions may include:

- Loss of privileges
- School based community service
- Being removed from class or playground for an appropriate amount of time taking into consideration the age, stage of development and needs of the child concerned.
- Headteacher will inform parents of the incident and request their support in improving child's behaviour.

Serious incidents

All serious incidents will involve the headteacher and will include a phone call home to speak to parents/carers or invite parents/carers into school for a meeting. Serious incidents may result in a fixed term suspension or a permanent exclusion.

Examples of behaviour that are considered 'serious incidents':

- bullying behaviour
- peer on peer abuse, sexualised language or behaviour (see Safeguarding & Child Protection Policy appendix h).
- fighting
- racist, sexist, homophobic comments, comments regarding sexual orientation or disability or any related abusive actions
- serious challenge to authority
- verbal abuse to another person
- impulsive injury to another person
- malicious physical assault on another person
- significant damage to school property
- misuse, or threat of misuse, of school equipment with which to harm others

Suspensions & Permanent Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher 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.

Only the Headteacher has the authority to suspend/exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends/excludes a pupil, they will inform the parents immediately, giving reasons. Parents can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The school informs the LEA and the Governing Body about any permanent exclusion and about any suspensions beyond five days in any one term.

The school uses the following DfE guidance in conjunction with this policy: Behaviour in Schools - Advice for headteacher and school staff (Feb 2024)
<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Suspensions and Permanent Exclusions from maintained schools, academies and pupil referral units in England including pupil movement - Guidance for maintained schools, academies and pupil referral units (Aug 2024)
<https://www.gov.uk/government/publications/school-exclusion>

Removal of a pupil

In cases when a pupil is being disruptive or dysregulating and therefore becomes a safeguarding risk to other pupils and staff, removal of a pupil from a classroom may be used as a response. It may be necessary in some cases to firstly remove the rest of the class from the learning space to maintain the other pupils' learning and safety.

The reasons which have led to the pupil being removed are transparent and known to all staff and pupils and the pupil will be reintegrated back into class if and when it is appropriate and safe to do so. Removal from the classroom is considered a serious sanction and it is only used when necessary and

once other behavioural strategies in the classroom have been attempted.

The removal location is in an appropriate area of the school and has the appropriate resources, is a suitable place to learn and refocus and is supervised by trained members of staff. Removal of a pupil from a classroom/learning space/playground is used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high or prolonged level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

If the inappropriate behaviour continues:

At this point, a discussion would take place between senior leaders in school to discuss strategies used to date and their effectiveness. A plan of action would be put in place which may include a report card so that the child has ongoing feedback about their behaviour. Such action may include an Individual Pupil Risk Assessment (IPRA), and Individual Behaviour Plan (IBP) or a Positive Behaviour Support Plan (PBSP). This would be done in conjunction with parents. Such a strategy would be put in place with the intention of seeing notable improvement within 3 to 4 weeks. The school may call upon additional support from cluster agencies.

The Headteacher will contact parents inviting them into school to discuss the problem and agree further strategies / necessary sanctions. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies. As a school, we do not issue detentions outside of school hours.

In extreme cases, a learner's serious behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance with Local Authority Guidelines.

Debrief following distressing incidents

Where a particularly distressing incident has occurred, the head/teacher in charge will arrange for the staff involved to meet together for a debriefing session and ensure that support for the staff members is put into place.

Bullying, discriminatory or prejudice based behaviour

In the event of an incident of bullying the anti-bullying policy will be followed. The headteacher will always be informed of any incident of bullying or discriminatory or prejudice-based behaviour who will record them, interview those involved, contact parents and take any required action.

Child on Child abuse

We will not tolerate sexual harassment or child on child harassment of any sort. This includes exploitation, taking and sharing images, comments, jokes, online sexual harassment. All staff and children are encouraged to call out and report any such behaviour. Every effort will be made to ensure that those making the report are assured that they have done the right thing in doing so. Where incidents do occur, our response will be proportionate to the age of the child concerned, supportive of all involved. As with any incidence of behaviour that raises a cause for concern, each incident will be looked at on a case by case basis.

In line with our overall behaviour policy follow up could include:

- Asking the child to apologise to anyone the comment was directed at supporting them realise the way in which it was unacceptable and may have caused hurt or distress.
- Support and educate the child to improve their behaviour and understand the consequences of it.
- Monitoring behaviour for any recurrence through the schools normal procedures.
- Contact parents and carers to support the school in addressing the behaviour.

- Involve supporting agencies where needed

It is important to note that in cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead (DSL) will consider whether the child or person who has made the allegation is in need of support. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any further action in keeping within this behaviour policy.

Pupils with Special Educational Needs or Disabilities

All children have particular strategies that will encourage them to be at their best. Teachers should share such strategies to ensure that our approach is personalised where the situation requires. Children who present challenging behaviour or who have additional needs may have an Individual Behaviour Plan in place which will be overseen by the SENDCO. All staff involved will be aware of this plan. Where there are concerns about a child's behaviour at key transition points, the school will seek to put in place a transition plan, particularly where a child will be moving from one school to another.

The staff implement our Behaviour policy consistently so that all members of our school community feel safe and happy. It is sometimes necessary to support a child to regulate their emotions and behaviour with a Behaviour Support Plan which outlines strategies which best support the child. The child may have Social/Emotional/ Mental Health needs or complex SEND needs and needs a more bespoke approach in helping them to manage their emotions and behaviour. The school works with external agencies in order to further support the children with such needs and implements all possible reasonable adjustments in order to meet the needs of these pupils such as additional staffing, implementing particular strategies, withdrawal for regulation and bespoke intervention for social/emotional development. Staff receive regular CPD updates and training during induction and through their role in order to support them with the behaviour management of pupils with SEND. The headteacher/SEND lead oversees this training and monitors its effectiveness. Governors monitor behaviour and attitudes of pupils during monitoring visits to the school and the Safeguarding governor and Vulnerable Pupils governor are both updated regularly by the headteacher.

Pupils Conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This could be behaviour which is witnessed by a member of staff, or reported to school. This includes behaviour and conduct 'on line'.

Within the framework set out in this policy, teachers may discipline pupils for misbehaviour when a pupil is:

- Taking part in a school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil of the school

Or misbehaviour at any time (whether or not the above conditions apply) that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour teachers can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Monitoring and Evaluation

We keep records of incidents of misbehaviour. A behaviour form is completed for any incidents of behaviour. We also keep a record of serious incidents. Hate incidents may also be reported to the Local Authority if further support is required. These incidents are analysed periodically so that any particular trends can be identified.

The policy will be regularly reviewed by staff. It is the responsibility of the headteacher, with the support of other staff, to monitor the implementation of this policy and its effectiveness and make recommendations of any necessary improvements to the Governing Board.

Every member of staff is responsible for promoting the good behaviour and attitudes of all our children. Staff who are new to our school will be introduced to this policy as part of their induction.

This policy should be read in conjunction with the following school policies and DfE guidance:

- Anti-Bullying Policy
- Care and Control Policy
- [Behaviour in Schools](#) - Advice for headteacher and school staff (Feb 2024)
- [Suspensions and Permanent Exclusions](#) from maintained schools, academies and pupil referral units in England including pupil movement - Guidance for maintained schools, academies and pupil referral units (Aug 2024)
- [Improving Behaviour in Schools](#) (April 2024)
- Keeping Children Safe in Education (September 2025)
- Safeguarding and Child protection policy (Sept 2025)
- Positive handling policy (Sept 2025)
- Reducing the Need for Restraint and Restrictive Intervention (June 2019)
- Suspensions and Exclusions policy (Sept 2025)
- SEND policy (Sept 2025)

Approved by the Governing Board

Date: October 2025