



Behaviour Policy

Anson Primary School

Next review date: November 2027

Agreed by the Governing Body on **27th November 2025** as recorded in the Governing Body meeting minutes of that date.

Mr Simon Pile
Headteacher

Policy Rationale

This policy sets out the expectations of behaviour at Anson Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out how inappropriate behaviour is managed and modified.

Aims

At Anson, we aim:

- To promote a positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define high standards and the principles of good behaviour.
- To encourage consistency of response to both positive and inappropriate behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known understood and subscribed to.
- To work closely with parents, creating a successful partnership that reinforces the School's Behaviour Policy.

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
- 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. 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 88-94 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, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Role of Staff

Every adult that children encounter at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding the needs of others.

- Ensure fair treatment for all, regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

All teachers are responsible for dealing with incidents in and around the school.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school.

The Headteacher supports staff by implementing the policy by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed term exclusions to individual children for serious incidents. For repeated or very serious inappropriate behaviour, the Headteacher may permanently exclude a child. Permanent exclusion is only taken after the school governors have been notified.

Role of Parents

The school works collaboratively with parents, so that the children receive consistent messages about how to behave at home and at school. School rules are set out in the behaviour guidelines and we expect parents to read and support them. Parents also sign a Home/School Agreement which sets out expectations.

We expect parents to support their children's learning and to co-operate with school. We try to build a supportive dialogue between parents and the school, informing parents immediately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to manage a child's behaviour, it is essential that the parents should support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If they are still not satisfied at this point they can write to the Chair of Governors. If the matter still remains unresolved, a formal grievance or appeal process can be implemented.

Role of the Governors

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. The governors should follow the normal grievance procedures in case of a complaint.

Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through the planning for the needs of individual pupils, the active involvement of pupils in their own learning and the structured feedback all help to avoid possible alienation and disaffection, which may lie at the root of poor behaviour.

Lessons should have clear objectives which are understood by the children and differentiated to meet the needs of children of different abilities. Oral feedback, marking and record keeping can be used as supportive activities, providing feedback to the children on their progress and achievement. It is important that our children see that their efforts are valued and that they are making progress.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between the teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Our classrooms aim to be organised in a way which encourages the children to develop independence and personal initiative. Teaching methods encourage enthusiasm and the active participation of all and develop the skills, knowledge and understanding that enable children to work and play together. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with appropriately.

Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures:

- Going For Gold strategy
- Are kept to a necessary minimum (i.e. 7 Golden rules).
- Are positively stated, telling the children what to do rather than what not to do
- Give clear choice and consequence options.
- Actively encourage everyone to take part in their development.
- Have a clear rationale and are made explicit to everyone.
- Are consistently applied.
- Promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken we need to discover what happened, when and how often this is occurring. We also need to know who is taking part in the rule breaking and in what circumstances it is taking place. Each individual and situation is different it is not possible to lay down guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes physical or verbal bullying (see Anti-Bullying Policy), deliberate injury, stealing and truancy.

Rewards

Positive behaviour and good role models will be rewarded through a variety of strategies including praise, stickers, prizes and certificates for individuals, and the earning of privileges as a collective class group. Achievement assemblies are also used to celebrate and reward good academic and creative work, behaviour, effort and social attitudes. We realise the importance of an agreed whole school practice to promote and model the development of this. Each class writes and shares their own classroom rules. These are an affirmation of good practice rather than listing things we do not do.

Children with behaviour issues will have their own individual targets. Rewards are given for small steps on a regular basis. Some children will have charts to record when they achieve targets, usually on a daily basis to gain frequent rewards.

Sanctions

The approach that is taken encourages children to understand that their behaviour and actions always impact upon others and, as a result, will have consequences. Regular rule reminders are to be used as a non-confrontational approach to disruptive behaviour. Children are given reflection time by filling in an incident sheet. A log of incidents is kept and analysed and monitored at the end of each half term.

Time to discuss issues with children is important and may take place during 'circle time' and PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Staff are right to challenge inappropriate behaviour, however, it must be fair and consistent, in proportion and moderate. The humiliation and degrading of pupils is always unacceptable.

Applying a sanction to whole groups for individual acts should be avoided. Sanctions may be put in place to deal with incidents and will include a variety of actions. Normally a straight challenge is sufficient, but other sanctions may include:

- Warnings given and recorded in each classroom
- Privilege time taken away
- Referral to Deputy/Headteacher
- Class teacher/Deputy/Headteacher may ask to see a child's parents
- Child to write a letter of apology
- Letter home to parents
- Internal exclusion for a set period
- Ultimately fixed or permanent exclusion (following Brent Guidelines)

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate them as possible contributory factors.

Where it is felt necessary, help from the Educational Psychologist and or Behaviour Support Team may be called upon through discussion with the Inclusions Coordinator.

Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property and protect them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership team should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

We are committed to ensuring that all pupils remain in school with fixed-term and permanent exclusions avoided. It is our approach that we aim to keep children in school, even if the school rules have not been followed.

Our Exclusion Policy sets out why pupils may not be permitted to stay on site:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others (including staff)

It is our aim not to use fixed-term or permanent exclusions at Anson and we work with partners in the Local Authority to ensure all pupils are given the opportunity to thrive.

Allegations against staff

Please refer to Safeguarding Policy

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information.

The Headteacher will also consider the pastoral needs of staff accused of misconduct. Use of force/restraining

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint 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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of this policy.

The school keeps a variety of records of incidents. The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions and to ensure that the school policy is administered fairly and consistently. The written statement of behaviour principles will be reviewed and approved by the Full Governing Body every year.

Related documents:

- Anti-Bullying Policy
- Health and Safety Policy
- SEND policy
- Safeguarding Policy
- Equalities Information and Objectives
- Governors Behaviour Statement
- Physical Restraining Policy

This policy will be reviewed by November 2027

Adopted by Governors

Signed by Chair of Governors: *Mitchell Clarke* Date: 27th November 2025