



BEHAVIOUR POLICY

SEPTEMBER 2025

Policy Date: July 2025
Review Cycle: Annually
Responsible Body: Local Governance Committee

Version Control

Review Date	Updates
V1 July 2025	Review of legislation and relevant updates

Aim

The main aim of Bader Primary School is that every member of the school community feels valued and respected (one of our 5 values), and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Use of Reasonable Force (Dfe, updated February 2025)
- Keeping Children Safe in Education (Dfe 2025)
- Education and Inspections Act (2006)
- The Equality Act (2010).

Our school values are as follows:

Bader children are happy children who Aim High and show Determination Excellence and Respect for one another	
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From these values, we have three clear expectations of pupils everyday which are:

- Being Safe
- Being Respectful
- Being Ready

We have a listening code and a lining up code, both of which are displayed in all classrooms. They are as follows:

Our Listening Code (Clap)

Our Line up Code

When I am asked for my attention I:

Stop what I am doing

Empty my hands

Look at the teacher

Keep quiet and still

When I am asked to line up I:

Line up in the order I am asked

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still Listen to instructions

We also have specific rules which are based around Health & Safety guidelines. They are as follows:-

Food and drink

Children may bring in fruit or similar healthy options to eat at playtime. EYFS and KS1 can obtain fruit through the National Fruit Scheme. Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school, and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be stored safely for the duration of the lesson.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, stationery items, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones should only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher.

Parents who insist that children require a mobile phone during school hours, i.e. for the journey to and from school, must express these reasons in a written request to the Headteacher. Such requests will be considered on an individual basis.

If permission is granted, mobile phones must be handed in to the class teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Bader Primary School follows the dfe's statutory guidance on searching, screening and confiscation (2022). Searches are conducted with respect for pupils' dignity and safeguarding needs, and in accordance with DfE updates (2023).

Rewards

Here at Bader Primary School, we believe strongly in rewarding positive behaviour and follow a structured approach in doing so.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. The school ethos reinforces that bullying is never tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies. Bullying can take many forms, including:

- Verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)

At Bader we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Record concerns as appropriate via CPOMS.
- Report issues to the Local Governance Committee as appropriate.

Whole School Reward System: Aiming High

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Aiming High' points. Aiming High points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc.

When awarding the Aiming High points, the member of staff should reinforce the good behaviour e.g. you can have an Aiming High point for 'waiting so patiently'. Children can earn certificates and whole class rewards for the number of Aiming High points they receive and therefore Aiming High points need to be recorded by the teacher / teaching assistant.

The reward system is graded as follows:-

- 100 Aiming High points – Bronze Award (presented during Friday's assembly)
- 200 Aiming High points – Silver Award (presented during Friday's assembly)
- 300 Aiming High points – Gold Award (presented during Friday's celebration assembly)
- 400 Aiming High points – Platinum Award (presented during Monday's 'Being the Best at Bader' assembly)

Children should aim to achieve Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year. A Platinum during the second half of the final term of the year for exceptional effort and attitude.

If all children in a class achieve Bronze, Silver or Gold Awards, they may have an appropriate class treat of their choice including additional art/PE etc. The reward should reflect the achievement, i.e.

- Bronze Reward – up to one session
- Silver Reward – up to half a day
- Gold Reward – up to a full day

Certificates

A weekly 'Being the Best at Bader' assembly is dedicated to praise and recognition of children who have demonstrated the school values particularly well in that week.

Consequences

Consequences are applied consistently by all staff, but with the provision of flexibility to take account of individual circumstances. Pupil voice is considered. We have an agreed system of consequences which all children understand.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the behaviour, this may include immediate permanent exclusion.

If unacceptable behaviour occurs:

Step 1: Use usual strategies: e.g. Polite but firm requests, one warning, consider repositioning, separating etc.

Step 2: Give a final warning

Step 3: Time Out (A)

If behaviour improves, return to lesson. If not, or if child refuses, move to Step 4

Step 4: Time Out (B)

If behaviour improves, return to class. If not, or if child refuses, move to Step 5

Step 5: Time Out (C)

If behaviour improves return to class If not or if child refuses, move to Step 6

Step 6: Internal Exclusion (up to 5 days). Supervised, short, with break and toilet access. Note: Only the Headteacher can authorise this step.

If behaviour improves, return to class on a PSP. If not move to Step 7

Step 7: Suspension (up to 5 days per term)

If behaviour improves remove from Contract to PSP. If not move to Step 8.

Step 8: Suspension (up to 45 days per year)

If behaviour improves remove from PSP. If not move to Step 9

Step 9: 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.

Parents/carers, the Local Authority and Governors are informed of suspensions and permanent exclusions as soon as possible and where required.

Pastoral Support within School

Bader Primary School complies with the Equality Act 2010 and the Send Code of Practice (2015). Reasonable adjustments are made where appropriate. We also meet our duties under the Public Sector Equality Duty.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them to control their own behaviour. For these children, neither the normal rewards nor sanctions procedures may be sufficient to support them or protect other children from their actions and school will deal with issues on an individual basis and determine the best outcome/sanction/any reasonable adjustments in these circumstances.

Parents can work with school to discuss behaviour targets and possible causes, and form a partnership of support. Regular communication between home and school and regular feedback to the child regarding progress should support progress. This may be achieved through the use of home-school books or behaviour charts. All systems are generally created and agreed with the school SENDco and Headteacher.

Bader has an Attendance Parent Support Adviser and a play therapist who support our vulnerable children on a regular basis, alongside their own class teacher/teaching assistant. We also have three members of staff trained in the techniques of Thrive, Drawing and Talking, and two members of staff trained in therapy techniques. These approaches are used to support SEMH children across school.

Movement in and Around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school, using staff at the back and front of the line where possible. All children should be escorted to the playground by the class teacher at playtimes and home time.

Playtime/Lunchtime Supervision

Teachers and teaching assistants perform supervisory duties including playtime supervision with a minimum of two staff members supervising playtimes. Supply teachers can cover the duty of absent teachers with support.

Only Year 6 children are allowed to go home without their parent/carer. Children can go with another adult with prior permission. All staff are aware of playtime procedures, rules, sanctions and rewards and apply them consistently. When on duty, staff circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Any behaviour incidents at playtime or lunchtime are generally dealt with by the adult or reported to a senior member of staff according to severity or frequency. Teachers often apply their knowledge of the children to decide if additional consequences are needed e.g. loss of next playtime. Teachers try to prevent incidents occurring and if an individual child struggles to manage their behaviour on the playground, they may be asked to stay in and help an adult with a job. Teachers collect their class from the playground at the end of break/lunch unless it is PPA where the adult supervising the class will do this.

The Use of Reasonable Force

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and the Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2025), 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 including knives, drugs, alcohol, 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.

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 the following situations at Bader:

- To remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil;
- To restrain a pupil at risk of harming themselves through physical outbursts.

It will only ever be used as a last resort. All incidents involving reasonable force will be recorded promptly and parents/carers informed as soon as reasonably practicable.

All incidents where positive handling techniques or reasonable force have been used are recorded and monitored by the Safeguarding and Senior Leadership Teams. Parents are informed of incidents. Children

are checked by a first aider although if a child refuses, parents/carers will be informed and requested to attend school.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

UNICEF: Rights Respecting School

As a UNICEF, Rights Respecting School (RRS), we value all children's views equally.

The Ambassadors for RRS collated the views of the children throughout school and have confidence that the following Articles are most relevant to this Behaviour Policy:

- Article 2: No Discrimination
- Article 3: Best Interests of the Child
- Article 4: Making Rights Real
- Article 12: Respect for Children
- Article 13: Sharing Thoughts Freely
- Article 16: Protection of Privacy
- Article 28: Access to Education
- Article 29: Aims of Education