ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

BEHAVIOUR POLICY

Effective from: click or tap to enter date

Eltham Church of England Primary School

Policy owner	Charlie Rhodes
Approved by	Curriculum Governors
Approval date	13th October 2026
Next review date	October 2028

This policy should be read alongside the school's safeguarding, anti-bullying, equality, SEND and complaints policies.

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1. Aims / statement of intent

This Behaviour Policy is designed to create a positive, orderly and safe school environment in which all pupils can learn, thrive and reach their full potential. It sets out clear expectations for behaviour, grounded in our school values, to promote respect, responsibility and kindness throughout the school community. The policy aims to ensure that teaching and learning can take place with minimal disruption, maximising learning time for all pupils.

We are committed to fostering an environment in which children feel safe, valued and supported, and where positive behaviour is consistently encouraged and recognised. Central to this policy is the belief that children should be supported to understand the moral difference between right and wrong, to take responsibility for their actions, and to learn from mistakes. Our approach seeks to help children develop intrinsic motivation to make good choices and become good citizens, rather than behaving positively solely in response to rewards.

This policy provides a clear, consistent framework for managing behaviour across the school, ensuring that rules, rewards and sanctions are applied fairly and transparently by all staff. It supports staff by outlining clear procedures and graduated responses, including early intervention and timely escalation of more serious behaviours to senior leaders, so that issues can be addressed effectively before they escalate. By doing so, we aim to reduce repeated incidents, ensure behaviour improves over time, and maintain a respectful culture in which pupils show consideration for all adults and each other.

2. Responsibilities of stakeholders

All staff are responsible for following this Behaviour Policy and contributing to a calm, safe and positive school environment.

Staff must:

Set clear rules and boundaries that pupils understand and can meet.

Follow the agreed behaviour steps and procedures at all times.

Use consistent language, expectations, rewards and sanctions in line with the policy.

Intervene early to address concerns and prevent behaviour from escalating.

Teach children about the consequences of their actions and support them to learn from mistakes.

Model positive behaviour and uphold the school's values at all times.

Challenge any behaviour or comments linked to body-shaming, appearance, sexism, racism or discrimination, explaining clearly why these are unacceptable.

Respond calmly and fairly if a pupil feels they are being treated unfairly, reinforcing that expectations apply equally to everyone.

Record behaviour incidents accurately and consistently.

Communicate with parents when necessary, working in partnership to support pupils' behaviour and wellbeing.

2.1 Pupil Responsibilities

All pupils are expected to follow this Behaviour Policy and help create a safe, respectful and positive learning environment for everyone.

Pupils must:

Follow school rules and apply the school values at all times.

Show respect to all adults, peers and the school environment.

Move around the school safely and sensibly, being especially respectful during times when others are learning (e.g. during the staggered lunch times).

Engage positively in their learning and allow others to learn without disruption.

Pupils are expected to:

Speak kindly to others and avoid comments about bodies, weight, appearance, gender or race.

Treat everyone fairly and show respect for differences, challenging stereotypes appropriately.

Take responsibility for their behaviour and work to improve it when expectations are not met.

Understand the behaviour policy, including behaviour levels and sanctions, and recognise the seriousness of certain behaviours and why consequences are necessary to support positive change.

Communicate with an adult if they feel something is unfair, using respectful language. – limits?

Understand that it may not always be possible for a member of staff to listen to their concerns at certain points throughout the day, if to do so would unduly interrupt the learning of other children. Recognise that all adults will take their concerns seriously and will make time to speak with them.

Inform an adult about unsafe behaviour or incidents so that everyone can be kept safe.

2.2 Parent and Carer Responsibilities

Parents and carers play a vital role in supporting positive behaviour and working in partnership with the school.

Parents and carers are expected to:

Support and reinforce the school rules, values and behaviour policy, including rewards and sanctions.

Support school staff in their decisions around behaviour and sanctions, understanding that these are in place to help children make positive choices and to protect the wellbeing and learning of all pupils.

Encourage respect, responsibility and kindness at home, reinforcing that body-shaming, sexist or racist comments are unacceptable.

Communicate any concerns promptly and verbally with the class teacher in the first instance at:
- at dismissal (once all other children have been dismissed)
- a telephone conversation
- a pre-arranged meeting

This will help us to ensure that any concerns are addressed quickly and effectively.

Parents and carers should also:

Ensure good routines at home, including adequate sleep, punctuality and readiness for school.

Work constructively with school staff to address concerns quickly and effectively.

Encourage children to talk openly about worries or concerns, while helping them understand that staff apply expectations fairly and consistently to all pupils, regardless of gender or background.

Communicate positively with staff to support their child's behaviour, wellbeing and learning, recognising that strong home–school partnership leads to the best outcomes for children.

Children with Special Educational Needs and Disabilities (SEND) are expected to maintain the same high standards of behaviour as all members of the school community, and the behaviour policy applies equally to them. However, the school recognises that some pupils may require additional support to meet these expectations. In such cases, reasonable adjustments will be made in line with individual needs, ensuring that responses to behaviour are fair, supportive and proportionate, while maintaining an inclusive environment for all.

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3. Use of Rewards

This is implemented to raise pupil self-esteem, reward good behaviour, effort and to recognise individual achievements.

Whilst we aim for children to develop intrinsic motivation for making positive choices, we recognise that recognising positive efforts helps to foster a culture of mutual respect between staff and pupils. We believe that effort and good behaviour should be noticed, recognised and rewarded.

Dojo points can be awarded by any member of staff in recognition of effort and active good behaviour.

Number of Points Awarded	Examples of behaviours
1	Good manners e.g. holding a door open, picking up a piece of litter, making an effort in class by volunteering answers to questions, good focus during a task, sportsmanship etc.
2	Kindness towards another pupil or member of staff, excellent focus during a task, general teamwork, brilliant effort in a piece of work, keeping shared areas tidy etc.
3	Going above and beyond! Exceptional effort.

3.1 Golden Book

A child from each class will be nominated weekly to be entered into the school Golden Book. Children should be nominated to recognise outstanding effort. The child's name and reason for the award will be read out during the Golden Book collective worship and they will receive a special badge and a certificate, which they will be able to take home to share with their families.

3.2 Ambassadors

In Year 6, children have the opportunity to become School Ambassadors. This role is awarded to children to consistently model excellent behaviour for learning, display our school values and uphold their school responsibilities.

4. Resolving Conflict

A restorative approach is used to support a resolution when conflict arises between pupils. This is inspired by the philosophy and practice of restorative justice. Repairing harm done to relationships is at the heart of this response to conflict.

Instead of 'punishing' children for poor behaviour, we seek to teach the children how to take responsibility for their actions, how to understand what they have done wrong and the potential impact that their actions can negatively impact and be harmful to others. Part of doing this, is working with the children, encouraging them to take ownership of the situation, in order to bring about resolution and restoration between the wrong-doer and anyone that has been 'harmed'.

Anybody affected by the incident is invited to re-visit the experience by talking about the incident. Whenever possible, the children should be given the opportunity to come together to voice their perspective and to negotiate what needs to happen to 'make it right'; repairing any harm done and to taking steps to ensure that it does not happen again.

Consequences can form part of the solutions.

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5. Levels of Behaviour and Appropriate Consequences

Consequences may not always be appropriate or necessary. In some cases, the conversation had with children will be sufficient to rectify any negative behaviours moving forward. However, there are times when consequences will need to be given.

All behaviour incidents at level 2 or above will be recorded in the class behaviour record, which is monitored termly by SLT.

Level of behaviour	Possible strategies / sanctions
Level 1	
Any low-level, distracting or irritating behaviour that affects learning Examples: Calling out Talking whilst an adult or peer is speaking to the class Off-task when should be working Leaving seat and wandering Distracting other children in the class (tapping etc.) Reading a book whilst an adult is talking Casting looks around the class in an attempt to gain the attention of others to distract them Getting out of seat without permission Unkind comments and/or tone of voice	Giving a positive reminder of the desired behaviour. Tactical ignoring Eye contact to show disapproval Giving a calm and simple direction e.g. 'please put the pen down.' Draw attention to those doing the right thing and praise / reward with dojos Verbal reminder of the relevant rule or responsibility. Ask the child to change / move their seat
Adaptations for children with SEND Reminders with the NOW / NEXT boards PEC Cards – good listening / good sitting etc. Positive framing for behaviours: 'First……., then movement break (or suitable alternative.)' Adults modelling the desired behaviours Reminders with the NOW / NEXT boards. PEC Cards – good listening / good sitting etc. Positive framing for behaviours: 'If X, then e.g. if we complete three sentences, then we use the playdough for 5 minutes. Adults modelling the desired behaviours	
Level 2	
Persistent level 1 behaviour Calling our in lessons after being informed that it is inappropriate behaviour Continuing to be off-task after a reminder Continuing to talk after being asked to work quietly Interfering with property that does not belong to them	Giving a positive reminder of desired behaviour Giving a verbal reprimand Use of visual warnings Conversation asking the child to reflect on their behaviour and the impact that it has had Use of localised sanction (e.g. losing 5 minutes of break time) Record in class behaviour record
Adaptations for children with SEND As above Use of social stories Using Widgets to help explain the impact of behaviours Strategic positioning in the classroom to support hearing / visual and behavioural needs Using a personalised work station Sensory regulation breaks Pre-emptively and reactively adjusting environmental triggers – e.g. dimming bright lights, removal from noisy environment Communicate with parents or carers	

Level of behaviour	Possible strategies / sanctions
Level 3	
Persistent level 2 behaviours Rough play without physical hurt Making an unacceptable remark about another person Not being honest Damaging someone else's property Defacing class property Rough play without physical hurt Ignoring a staff-member's specific request(s) Not being honest when recounting an incident (victim or perpetrator) Arguing back with adults Refusing to reflect when given the time and space to do so Continued unkindness	Record in class behaviour record If appropriate, separation to year group partner for the remainder of the lesson Complete a behaviour reflection sheet / restorative conversation Inform parents or carers verbally (at class teacher's discretion) Localised sanction (e.g. loss of breaktime or a one-off loss of a privilege) Giving the child opportunity to 'make it right.'
Adaptations for children with SEND As above Replace written reflection sheets with visual supports / choice boards / emotion scales Keep conversations short, calm and scaffolded Allow processing time if the child is dysregulated Use simple, concrete language Guided choices for 'making it right' Ensure praise and positive feedback for the right choices. Ensure tasks are achievable, immediate (where possible) and meaningful Communicate with parents or carers	
Level 4	
Persistent level 3 – multiple times across the half term (not just across the week / day) Rough play the has or could have resulted in physical hurt Using the ipad or laptop and continuing to look at something irrelevant after a direct instruction Verbal aggression towards other pupils or staff Ignoring a staff-member's request following an incident Consistently ignoring an adult's specific requests Vandalism against property Use of inappropriate / bad language (including discriminatory language, and / or repeating what they have heard without targeting a specific individual or group) Posting inappropriate language or making unacceptable remarks on a Google Class Stream Attempting to look up inappropriate content on a device whilst in school Deliberately covering up the truth or lying in order to get someone else in trouble / get out of trouble Bullying	Record in class behaviour record Loss of break / lunchtime / privilege Complete a reflection sheet or restorative conversation if appropriate Inform parents or carers – verbally initially, but where appropriate via email Request to formally meet with the child's parents with the phase leader (if persistent level 3) Introduction of a behaviour chart with targets monitored by the Phase Leader for persistent level 3 Separation to phase leader
Adaptations for children with SEND Implementation of a positive behaviour plan Identify triggers, warning signs and effective de-escalation strategies (consider use of STAR tracking sheets) Consider what repeated behaviour may be trying to communicate Adult supported discussion Establish ongoing dialogue with parents/carers	

Level of behaviour	Possible strategies / sanctions
As above Loss of playtime if appropriate Remove child to a different playground Remove child from their peers Adult supported discussion Communicate with parents and carers Implementation of individual behaviour plan Loss of playtime	
Level 5	
Persistent level 4 Verbal and/or physical aggression towards other pupils /staff after a warning Repeated defiance when given specific requests from a member of staff Disobeys an instruction which could lead to injury Deliberately inflicting physical hurt Fighting Physical, digital or verbal bullying Using a mobile phone in school Targeted use of inappropriate / bad language Racist or homophobic language / comments Collective bullying Threatening behaviour or language towards other pupils or staff Being untruthful and telling lies, which could result in reputational damage Persistent rough play	Record in the class behaviour record Separation to a member of SLT or different phase SLT and class teacher meeting with parents Sanction as agreed with SLT member (e.g. loss of consecutive breaks / permanent loss of privilege Possible behaviour chart monitored by SLT and inclusion team where appropriate Permanent removal to another class Mobile phone confiscated and returned to a parent / carer after school. Pupil will not longer be allowed to bring a mobile phone to school.
Adaptations for Children with SEND Separation to an appropriate space and adult Time to regulate before discussion SLT, class teacher and senco to meet the parents / carers for a solution-focused meeting Sanction as agreed by SLT / senco Seek advice from appropriate external agency e.g. Waterside, ASD outreach	
Level 6	
Persistent level 5 Consistent non-compliant and disruptive behaviour which adversely affects others Being very physically aggressive with other pupils An unprovoked physical attack on another pupil Violence Sharing / showing inappropriate online content whilst in school Acts of physical and / or verbal aggression towards other pupils or adults Complete lack of self-control Dangerous to self and others and poses a health and safety risk Targeted use of discriminatory language Destroying classroom / equipment	Suspension Referral to behaviour support services (e.g. Waterside) Pastoral support plan to be implemented with SLT and inclusion team Permanent exclusion
Adaptation for children with SEND Referrals to be made and information shared with external agencies Consideration of reduced time table Dialogue with local authority	

Level of behaviour	Possible strategies / sanctions

6. Children with SEND

We have included adaptations within the behaviour policy for children with SEND. We will apply these strategies in the first instance. However, we recognise that there may be occasions in which children require an even further adapted approach to support the development of motivation and good learning behaviour. This will be implemented in consultation with the SENCO and/or Inclusion Leader and parents.

Where appropriate, and in accordance with the school's Inclusion and Special Needs policy, external support agencies will be involved to advise on the development of individualised approaches and to monitor a child's progress. The school operates on the basis that any child with social, emotional or mental health needs are recognised and supported by the entire staff. Class teachers, in particular, are provided with support and practical assistance in addressing the needs of individuals and applying the expectations and targets set for children in their EHCPS and Personalised Learning Plans.

We recognise that some children may respond to their 'flight instinct' when feeling a heightened sense of anxiety. Some children may require time to calm down and reflect before being able to confront an issue; these children may have a 'safe space' to be able to regulate their emotions.

7. Racist or Homophobic Behaviour

It is important that any such behaviours are tackled immediately and by all staff. Prejudice-related incidents are treated very seriously. We will investigate, record and report all incidents, including those that are reported to be unintentional; the incident should be logged in the class behaviour book. Any incidents of this nature should also be reported to a member of SLT who will ensure that the Head Teacher and governing body are informed. All incidents of prejudice must be challenged and responded to; what the response/sanction is will depend on the circumstances of the incident, the severity of the incident, who it involved, where it took place and the intention behind the comment or action. Our response will always aim to educate so that everyone understands the potential harm of such behaviour. The SLT member or if appropriate Class Teacher/Phase Leader involved with investigating the incident should ensure that parents/carers are informed.

8. Children in the Early Years

At Eltham Church of England School, we recognise that children in Nursery and Reception are at an earlier stage of self-regulation and as such we have an adjacent EYFS Behaviour Principles and Exclusion policy which supports this.

9. Suspensions and Permanent Exclusion

Eltham Church of England School is committed to promoting positive behaviour, inclusion, and high standards of conduct. The school seeks to create a safe, supportive and orderly environment in which all pupils can learn and thrive.

The school recognises that suspension and permanent exclusion are important behaviour management tools available to headteachers and should be used only where necessary, lawful, reasonable, fair and proportionate. Permanent exclusion will normally be a last resort after a range of appropriate support, interventions and strategies have been considered or implemented. However, there may be exceptional circumstances where permanent exclusion is appropriate for a serious one-off incident.

The school operates a Behaviour Policy and an Anti-Bullying Policy and provides staff training to promote positive behaviour and prevent unacceptable conduct. These policies are applied consistently, fairly and without discrimination. In making decisions relating to suspension and permanent exclusion, the school will comply with its duties under the Equality Act 2010 and will take account of any special educational needs and/or disabilities (SEND), vulnerabilities or safeguarding concerns.

9.1 Removing Pupils from the School Site

There are limited circumstances in which a pupil may be required to leave the school site.

9.2 Disciplinary Reasons

A pupil may be suspended or permanently excluded where there is sufficient evidence that they have committed a disciplinary offence and where the Headteacher considers that suspension or permanent exclusion is justified and proportionate in all the circumstances.

A pupil's behaviour outside school may be grounds for suspension or permanent exclusion where it is lawful for the school to regulate that behaviour and where the behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

9.3 Medical Reasons

Where a pupil's presence in school represents a serious risk to the health or safety of other pupils or staff for medical reasons, the Headteacher may require the pupil to be collected by a parent or carer following appropriate consultation. This is not an exclusion and may only be used for genuine medical reasons.

9.4 Refusal to Comply with Lawful Screening Arrangements

Where screening is a condition of entry to the school site and a pupil refuses to comply with a lawful screening process, the pupil may be refused admission to the site. Such action does not constitute a suspension or permanent exclusion and any resulting absence will be recorded in accordance with statutory attendance requirements.

Only the Headteacher has the authority to suspend or permanently exclude a pupil.

Any decision to suspend or permanently exclude must be made in accordance with the principles of administrative law. The decision must be:

- lawful;
- reasonable;
- fair;
- proportionate; and
- consistent with the school's statutory duties, including its duties under equality, safeguarding and special educational needs legislation.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher will apply the civil standard of proof. This means that a fact will be accepted where, on the balance of probabilities, it is more likely than not that the event occurred.

The Headteacher will also take account of the school's duty of care and any safeguarding responsibilities when making decisions relating to suspension or permanent exclusion.

9.5 Permanent Exclusion

A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others in the school.

Permanent exclusion is a serious sanction and will normally be used only after appropriate support and interventions have been considered. However, there may be exceptional circumstances where the Headteacher considers permanent exclusion to be justified for a first or one-off offence.

Examples of such offences may include, but are not limited to:

- serious actual or threatened violence against another pupil or member of staff;
- sexual violence, sexual assault or serious sexual misconduct;
- behaviour which seriously threatens the safety, welfare or orderly running of the school.

The school will consider whether it is appropriate to inform the police, children's social care or other relevant agencies where a criminal offence may have been committed or where safeguarding concerns arise.

Where a pupil is permanently excluded, the Headteacher will take reasonable steps to ensure work is set and marked during the first five school days where alternative provision has not yet commenced.

9.6 Suspensions

A suspension may be used where a pupil's behaviour breaches the school's Behaviour Policy and where a suspension is considered an appropriate and proportionate response.

A decision to suspend will:

- be based on the balance of probabilities;
- take account of all relevant circumstances;
- be lawful, reasonable, fair and proportionate; and
- be made only after appropriate investigation has taken place, except where an immediate suspension is necessary to protect the safety or welfare of pupils or staff.

Suspensions will be for the shortest appropriate period, taking account of the seriousness of the incident, the needs of the pupil and the school's responsibilities to maintain a safe and orderly environment. If a pupil has already received a suspension and it is deemed that they require another, the duration of the subsequent suspension might exceed that of the first.

Pupils who are suspended will be provided with work to complete during the period of suspension. This may be provided through online learning platforms, including Google Classroom or other appropriate learning resources.

For suspensions of more than five school days, the governing board must arrange suitable full-time education for pupils of compulsory school age. Alternative provision must begin no later than the sixth school day of the suspension.

9.7 Pupils' And Parents'/Carers' Participation In The Process

The school is committed to ensuring that pupils and parents/carers are given an opportunity to participate appropriately in suspension and permanent exclusion procedures.

The pupil will be given an opportunity to provide their account of events and to present their views before a decision is made, taking account of their age, understanding and any additional needs.

Parents/carers, the local authority and, where appropriate, the pupil's Virtual School Head, social worker or other relevant professionals will be informed of any suspension or permanent exclusion in writing without delay.

The notification will include:

- the reasons for the suspension or permanent exclusion;
- the length of the suspension or confirmation that the exclusion is permanent;
- details of the parents'/carers' right to make representations to the governing board and how the pupil may be involved;
- details of the right to request that any meeting is held remotely and how such a request can be made;
- information about how representations can be submitted; and
- where applicable, details of the right to attend a governing board meeting, to be represented at that meeting (at the parent's/carer's own expense) and to bring a friend or supporter.

9.8 Factors to be considered before making a decision

Except where there is an immediate risk to the safety or welfare of others, suspension or permanent exclusion will not normally be imposed in the heat of the moment.

Before reaching a decision, the Headteacher will:

- carry out a thorough investigation;
- consider all relevant evidence;
- take account of the school's Behaviour Policy, Anti-Bullying Policy, safeguarding responsibilities and equality duties;
- allow and encourage the pupil to provide their version of events;
- consider whether the behaviour may have been influenced by bullying, discrimination, harassment or safeguarding concerns;
- consider whether the pupil has SEND, whether reasonable adjustments have been made, and whether the behaviour may be linked to an unmet need or disability;
- consider any contributing factors, including vulnerabilities and contextual information; and
- maintain an appropriate written record of the investigation, evidence considered and decision-making process.

Witness statements and other evidence will be dated, signed where appropriate and retained in accordance with the school's record-keeping procedures.

9.9 Length of Suspensions

The Headteacher may suspend a pupil for one or more fixed periods, provided that the total period of suspension does not exceed 45 school days in a single academic year.

This limit applies to the pupil rather than the school. Any suspensions served by the pupil at another school or pupil referral unit during the same academic year count towards the 45-day limit.

The school will maintain accurate records of all suspensions. Where a pupil transfers to another school during the academic year, the relevant suspension record will be shared promptly with the receiving school.

9.10 Internal Suspensions

An internal suspension may be applied for part of a school day.

All statutory requirements relating to suspension, including parental notification, apply.

9.11 Reintegration

The headteacher will arrange a reintegration interview with parents during or following the expiry of any fixed period suspension. The pupil should normally attend all or part of the interview. The interview will be conducted by the headteacher. The school will discuss a clear reintegration strategy with the family to support the pupil with their return to school.