



BURGHFIELD ST. MARY'S C.E. PRIMARY SCHOOL BEHAVIOUR POLICY

June 2026

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1. Behaviour Principles Written Statement – Governing Board

This statement is not policy or practice, rather it is an intent to set out the school's broad principles and values with regard to behaviour that is both expected and promoted within our school.

Actual, practical applications of these principles are the responsibility of the Headteacher and Deputy Headteacher, who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the school's ethos, and that effective learning and development relies on good standards of behaviour.

This is why, at Burghfield St. Mary's CE Primary School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- 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:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Aims

Burghfield St. Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

The school's aims are to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to 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 (RESPECT – see 6.1)
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Foster positive, caring attitudes towards everyone in the school community where achievements at all levels are acknowledged and valued.

4. Roles and Responsibilities

4.1 The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to 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 CPOMS is reviewed regularly, to make sure that no groups of pupils, including those with protected characteristics, are being disproportionately impacted by this policy
- Ensuring that the school's values (RESPECT) remain at the forefront of staffs' mind when implementing the policy.

4.3 Teachers and Staff

Staff are aware of the powerful influence they exert as behaviour role models. Therefore, staff treat all pupils and also each other with courtesy and respect at all times.

Teachers and 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 (Please see extra section p11 on dealing with children with SEND)
- 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 their own behaviour on the school culture and how they can uphold school values and expectations
- Recording behaviour incidents promptly on CPOMS
- Supporting pupils to meet the school's expectations
- Make reasonable adjustments in the spirit of equity over equality and will be open and transparent about the reasons.

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

4.4 Parents and Carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement (Appendix 2) and expect parents to read them and support them fully
- Support the actions of teachers and staff when implementing this policy
- 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 in a calm and respectful manner before speaking to the Headteacher
- 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, whilst 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. Working closely with parents allows the school to get to the root cause of the behaviour quicker.

4.5 Pupils

Pupils will be made aware of the following and reminded at regular intervals:

- 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 standard, and the sanctions they will face
- How the behaviour policy supports them to develop strong foundations for their future.

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

5. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

The school 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 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.

6. Behaviour**6.1 Expected Behaviour**

The behaviour we expect of our pupils is set out in our school values:

RESPECT

Respect for God and his creation

Excel in all we do

Speak to each other kindly

Peacefully resolve our problems

Encourage one another

Care for other people and their belongings

Treat others as you wish to be treated

Copies of the school values (RESPECT) are displayed in all classrooms and around school as well as included in the pack new parents receive. The school values (RESPECT) are also contained in Appendix 1 of this policy.

The school values (RESPECT) are also displayed in every whole-school Collective Worship and regularly discussed in classes.

6.2 Promoting Positive Behaviour

Gem Powers

The Gem Project was created by Tom Robson (scientist and educationalist – www.tredu.co.uk). Pupils earn gems through displaying and developing different behaviours for learning. These gems are collected in class pots where pupils can see their group effort towards successful learning. Teachers regularly reflect on the types of behaviours shown and identify any areas for improvement. When the class pots are full, teachers celebrate with their classes as a team effort towards shared success.



Emerald Power
Emotional resilience and
bounce-back-ability.



Topaz Power
The power of your voice
and speaking well.



Ruby Power
Kindness and
respect.



Amethyst Power
Teamwork, co-operation
and collaboration.



Diamond Power
Problem solving and
independence.



Opal Power
Citizenship and
responsibility.



Pearl Power
Connections and links in
learning.



Sapphire Power
Focusing and ignoring
monster distractions.



Grit Power
Practise and perseverance.

Class Stickers

Teachers and staff may, if they wish, award their own stickers as an incentive in their own classroom.

House Points

Pupils are placed in one of four 'Houses' when they join the school – Mars, Neptune, Saturn, Jupiter. House points are predominantly awarded for good work, behaviour, maturity and displaying the school values (RESPECT). They are recorded on ClassDojo by teachers. Each week, the Year 6 House Captains visit each classroom to record total points earned by each house. A total for each week is shared in our Children's Assembly and there is a House Point trophy awarded to the house gaining most points by the end of the year.

Headteacher's Certificates

Where a pupil's work, effort or behaviour has been particularly noteworthy, they may be awarded a 'Headteacher's Certificate' to be given during the weekly Children's Assembly where the school community comes together to celebrate the flourishing of pupils in each year group.

To preserve the value of these certificates as a reward, a maximum of three names per class per week may be put in the book. However, teachers may feel there are weeks where less than three or even no children in their class merit a certificate.

(NB Where no names are included one week or for several weeks for a class for whatever reason, the maximum of three names at a time rule still applies – for example, missing three weeks does not mean that twelve names will be included for week four).

7. Consequences

The school employs a number of consequences to enforce the school values (RESPECT), and to ensure a productive learning environment. Each consequence is applied appropriately to each individual situation by teachers and staff, however it is the decision of the Headteacher that is final as it is ultimately the responsibility of the Headteacher. Please see following table for clarification.

Type of Behaviour and Consequences		
Type of Behaviour	Definitions/Examples <i>Please be aware – these may be a sign of an underlying/undiagnosed SEND or trauma need</i>	Main Strategies/Consequences <i>It is always best to disempower and/or de-escalate the behaviour</i>
Stage 1 Low level disruption (Unsocial Behaviours)	Stage 1 incidents are those that can be resolved using the normal behaviour management strategies of the class teacher or other responsible member of staff. Examples could include: - Leaving their desk without permission - Leaving the carpet during input/story without permission - Refusing to complete the work set - Refusing to get changed for PE - Choosing to do another activity than the one the class are doing (eg reading/drawing on whiteboard etc) - Rocking on their chair - Calling out/talking to a friend (only on occasion not continual) - Not listening to instructions - Playing/fiddling with equipment without permission	- Ignore if /when appropriate - Non-verbal or Verbal reminder of expectations. Warning of consequence given if disruption persists Name put on the board as a reminder - Follow up discussion with staff member after the lesson - Asked to complete task if not completed to their ability (caution over any factors causing emotional upset) - Reminder they may have to complete the task in their own time - If PE incident is one-off, they can take part in clothes if safe but a discussion following the lesson will need to take place to ensure this is not repeated (there could be an emotional reason) - Where the behaviour has caused disruption/upset to another pupil, staff will talk with those involved to promote reconciliation and forgiveness. <i>Use the school values (RESPECT) to enable pupils to reflect on their behaviour.</i>
Stage 2 Persistent disruption (Anti-Social Behaviours) <i>Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent</i>	Stage 2 incidents are those that can be resolved using additional strategies. Examples could include: - Angry shouting/calling out disruptively - Continued interruptions - Swearing (not directed at anyone) - Answering back, mimicking - Name calling - Lying - Refusal to carry out an adult's request - Distracting and/or disrupting others' learning by continued talking to others, shouting, banging, making noises - Throwing small equipment in anger	- Isolation within the class e.g. removal from activity for short time or to a place nearer an adult - Isolation out of class to another class, e.g. short time in other class - Withdrawal of privileges, e.g. loss of break for specified time (incrementally), later completion of work - Assistance in putting back property moved or repairing if broken if possible - Follow up discussion with staff or SLT as appropriate - Where the behaviour has caused upset to another pupil, teachers/staff will talk with those involved to promote reconciliation and forgiveness.

<i>should require SLT intervention</i>	Leaving the classroom without permission Stage 2 behaviour incidents will be recorded on CPOMS.	Use the school values (RESPECT) to enable pupils to reflect on their behaviour.
*Where a child's behaviour at Stage 2 has been concerning enough for the child to be referred to SLT, then parents/carers should be informed via a follow up conversation with the child's class teacher. Consideration should also be given to the need to review current provision or targets to support a proactive approach to improving pupil behaviour.		
Stage 3 Single significant incident of unacceptable behaviour (Dangerous Anti-Social Behaviours)	Stage 3 incidents are those that cannot be resolved using Stage 1 and Stage 2 strategies and are likely to be a single incident. Examples could include: - Leaving the school building - Leaving the premises - Throwing furniture - Damage to property/furniture - Stealing - Swearing (directly and aggressively at another) - Spitting (directly at another) - Pushing aggressively - Scratching - Pinching - Hair pulling - Hitting - Kicking - Fighting - Biting - Punching - Racist/sexist/homophobic or discriminatory verbal or physical abuse - Physical or verbal bullying (see Bullying Policy for definition) They will typically involve the pupil becoming extremely angry and upset, significantly disrupting the learning of others, and refusing to follow adult direction. The child is very likely to need some time and space to become calm before any consequence is discussed as there could be further escalation of the behaviour if the child is spoken to in a heightened state.	- Possible limit to outside space - Escorted in social situations - Possible restricted off-site activities - Alternative teaching space if possible - Isolation to the Headteacher - Withdrawal of privileges - Parent/Carer meeting to be held Pupil may be put on 'School Behaviour Report' for a set period of time, as appropriate. The pupil will be assigned a behaviour report card which will be kept by the pupil (or passed from adult to adult if deemed that it may be vandalised by the pupil) and signed, with a sad/straight/smiley face for each period of the day. The child's parent will be informed immediately upon the start of the School Behaviour Report and a meeting with the Headteacher on completion. Consideration of Suspension or Exclusion – please see Suspension and Permanent Exclusion Policy A decision to exclude a pupil will be taken only: - 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. Before deciding whether to suspend or exclude a pupil, the Headteacher will:

	Stage 3 behaviour incidents will be recorded on CPOMS.	• Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked • Allow the pupil to give their version of events • Consider whether the pupil has special educational needs (SEND) and/or if they are on a waiting list for formal diagnosis • Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)) • Consider whether all alternative solutions have been explored.
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8. Responding to the behaviour of pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, the school will consider them in relation to a pupil's SEND, although the school 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 Plan (EHCP), 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 consider the specific circumstances and requirements of the pupil concerned.

Some of these preventative measures include but are not limited to:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for regulation.

8.1 Adapting Management Strategies for children with SEND

When considering the management strategies for a pupil with SEND we will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

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.

9. 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:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information.

10. Monitoring Behaviour

The school will collect data based on the number of Stage 2 and 3 incidents. This data will be analysed on a termly basis and will be from a range of perspectives including:

Year group comparisons

By characteristic group including protected characteristic groups (Perpetrator and Victim)

By time of day/ day of week

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 it.

11. Suspension and Permanent Exclusion

Further details on the school's 'Suspension and Permanent Exclusions Policy' and procedures can be found in a separate policy.

Our School Values

Our Christian values of faith, hope and love lead us to..

Respect for God and his creation

Excel in all we do

Speak to each other kindly

Peacefully resolve our problems

Encourage one another

Care for other people and their belongings

Treat others as you wish to be treated

The Burghfield St Mary's pathway to a happy and successful school



Home/School Agreement

Child's name:

Year Group:

At Burghfield St Mary's we create a caring Christian learning environment that inspires each individual in the school community to fulfil their unique potential and become a responsible, concerned and active member of God's world.

Our school aims are to:

Provide a religious education encompassing the Christian foundation of the school and understanding, recognising and celebrating other faiths.

Enable every child to learn to understand their responsibilities and rights within the wider community and become a responsible world citizen.

Provide an education that gives equal value to the academic, creative, physical and spiritual well-being of every person within the school community.

Enable each pupil to develop spiritual awareness and aesthetic appreciation of, and respect for the environment.

Provide a safe, supportive and stimulating environment that enables every child to reach their full potential.

Working in partnership for success

The school will

- Ensure your child's physical and social well-being at all times, and aim to foster feelings of confidence, self-worth and belonging
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child
- Provide a range of after school extracurricular activities designed to enrich your child's experience
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs
- To actively welcome parents/carers into the life of the school and to ensure that teaching staff are always available, by mutual arrangement, to discuss any concerns you might have about your child's progress or general welfare
- Keep you informed about the school's policies and guidelines on behavior and equal opportunities, other general school matters and about your child's progress in particular
- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these where appropriate.

The Parents/ Carers will:

- Support the school and its policies
- Support the school in maintaining good behavior and discipline
- Ensure children attend school regularly avoiding any unnecessary absences / holidays in term time
- Ensure children are punctual, and collected at the correct time
- Ensure children are appropriately dressed, wearing sensible shoes and named school uniform
- Ensure personal information is kept up to date and notify the school of any change in circumstances that may affect your child's learning, work, behavior or welfare
- Inform the school of any reasons for any absence promptly
- Support your child in homework (times tables, number bonds, phonics and spellings) and other opportunities for home learning
- Make every effort to attend parents' evenings and discussions about your child's progress
- To not use Facebook or other social media to undermine school or school staff.

Signed:..... (Parent/ Carer)

Date:.....

The Children will:

- Always try to do their best and ask if help is needed
- Bring everything needed to school every day and be responsible for their own possessions
- Follow the school rules and RESPECT
- Do all their homework (learn times tables, number bonds, phonics and spellings) and class work as well as they can
- Treat others and property with respect and be polite and helpful
- Care for the school environment
- Take letters and other messages home promptly
- Take pride in their appearance.

Signed:.....

Date:.....