



Behaviour Policy 2026-27

This policy was updated: September 2026

This policy will be reviewed: September 2027

Signed by Headteacher:

Signed by Chair of Governors:

Date:

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Rationale

At Studley Green Primary School, we are committed to creating a culture where every child feels safe, valued, respected and has a strong sense of belonging.

We believe that children are most likely to succeed when they feel known, understood and supported by the adults around them. Positive behaviour grows from positive relationships, explicit teaching, consistent routines and a shared commitment to helping every child flourish within our school community.

Our approach combines high expectations with high support. We recognise that behaviour can sometimes communicate need, emotion, frustration or difficulty, and we seek to understand these barriers whilst maintaining clear boundaries and expectations.

Behaviour is therefore not viewed simply as something to be managed. It is something that is taught, practised, nurtured and strengthened over time. Through our values of Aspiration, Belonging and Compassion, and through our behaviour curriculum, The Studley Green Way, we help children develop the habits, character and self-regulation needed to be successful learners and positive members of society.

Our approach is underpinned by the following principles:

- Every child belongs.
- Behaviour is taught.
- Relationships matter.
- Behaviour can communicate need.
- Reflection and restoration help children learn from mistakes.

Our Studley Green Code

As a school, we have created a set of rules for everyone to follow. We call this the Studley Green Code:

- ★ Be kind
- ★ Work hard
- ★ Act safely
- ★ Move calmly
- ★ Show respect

This code is designed to be easy to understand for all children, in every year group and in any situation.

Our Values

To support our pupils to grow into confident and successful individuals, we constantly refer to our school values of Aspiration, Belonging and Compassion. Our intention is that every child develops these values as part of their character through the virtues and habits they encourage.

The routines within our Behaviour Curriculum, *The Studley Green Way*, provide pupils with opportunities to practise behaviours that reflect our values. Through repeated practice, these behaviours become habits and, over time, those habits help to shape pupils' character.

Our Studley Green Values

	Aspiration	Belonging	Compassion
Definition	We believe in ourselves, work hard and strive to be the best we can be.	We value every member of our community and help everyone feel safe, included and respected.	We show kindness, empathy and understanding towards others through our words and actions.
Key Question	What do I want to become?	Where do I fit?	How should I treat others?
Pupil Voice	<i>"I can achieve more than I thought possible."</i>	<i>"Everyone is welcome here and everyone matters."</i>	<i>"My actions can make a positive difference to other people."</i>

Together, our values of Aspiration, Belonging and Compassion help our pupils to achieve success, contribute positively to their community and develop strong character. These values underpin our Behaviour Curriculum, *The Studley Green Way*, and are reflected in the routines, habits and behaviours we teach every day.

Our Behaviour Principles

Our behaviour systems and routines are rooted in a small number of core beliefs about children and learning.

Every Child Belongs

We believe every child belongs from the moment they join our school community. Belonging is not something that is earned; it is the foundation from which success grows.

We want every child to feel:

- known;
- valued;
- safe;
- respected;
- included.

Behaviour Is Taught

Children learn behaviour in the same way they learn reading, writing and mathematics: through teaching, modelling, practice and feedback.

Adults are responsible for explicitly teaching the behaviours that enable pupils to thrive within our school community.

Behaviour Can Communicate Need

Whilst children are responsible for their behaviour, we recognise that behaviour can sometimes communicate unmet need.

Behaviour may be influenced by:

- anxiety;
- frustration;
- communication difficulties;
- sensory needs;
- trauma;
- attachment;
- safeguarding concerns;
- unidentified SEND.

Understanding why behaviour occurs helps us provide appropriate support whilst maintaining accountability and high expectations.

Relationships Matter

Positive relationships are at the heart of our school.

Children are more likely to succeed when they feel respected, understood and valued by the adults around them.

We therefore strive to build strong relationships with pupils and families based on trust, consistency and mutual respect.

Restoration Matters

When behaviour falls below expectations, our aim is not simply to issue consequences. We want children to learn from mistakes, repair relationships where appropriate and make successful choices in the future.

Every child deserves the opportunity for a genuine fresh start.

The Studley Green Way

At Studley Green, we believe that children should be taught how to behave rather than just being told. Because of this, we teach all of our pupils a behaviour curriculum which we call '*The Studley Green Way*'. The behaviour curriculum defines the expected behaviours in school and is centred on consistent routines that lead to positive habits. The repeated practice of expected behaviours

promotes our values, establishes positive behavioural norms and provides pupils with certainty around expectations, routines and consequences. Some of the routines that are used throughout the school are Fantastic Listening, Fantastic Walking, 1, 2, 3, and Silent Signal.

Fantastic Listening

We use Fantastic Listening to give 100% of our attention to our learning.

	Face forwards, hands together
	Always sit up straight
	Never interrupt
	Track the speaker
	Ask and answer questions

Fantastic Walking

We use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted.

	Silent
	Single file
	Left-hand side
	Walk tall with hands behind back or by side
	Smile!

1, 2, 3

We use 1, 2, 3 so that we are ready to listen to the teacher's instructions and to help us get ready to move around the school.

 "Show me 1."		Sit up, with arms folded, facing the adult, ready for an instruction.
 "Show me 2."		Stand up in silence, tucking in your chair if necessary.
 "Show me 3."		Form a line showing Fantastic Walking.

Silent Signal

We use silent signal so that we can quickly get everyone's attention for instructions or announcements.

	An adult holds their arm high in the air.
	As soon as you see the raised hand, immediately raise your own hand and stop talking.
	If you haven't noticed the adult but see anyone with their hand up, immediately raise your hand and stop talking.

Supporting Transition

The behaviour curriculum is particularly important during periods of transition. Additional support, modelling and practice may be provided for new starters, pupils joining mid-year, vulnerable pupils and children moving between phases and settings so that they understand expectations and feel part of the Studley Green community from the outset.

We recognise that periods of transition can present additional challenges for some children.

To support successful transitions, we will:

- explicitly teach behavioural expectations to new pupils;
- provide additional modelling and practice of routines where needed;
- ensure key information is shared between year groups and schools;
- work with parents to identify appropriate support;
- provide enhanced transition arrangements for vulnerable pupils and those with SEND where appropriate.

We aim for all pupils to feel safe, known, valued and ready to succeed from the moment they join our school community.

Staying on Green

All classes use a traffic light behaviour system. All children start the day on green and our expectation is that they will remain on green all day. We have high expectations for all children and staying on green means they have met these expectations. It means they are following the school rules, listening to others, following instructions and working hard in lessons. If a child is moved to amber or red, they are able to work their way back to green once the consequence and reflection process has been completed.

The principles behind the system are:

- Children get recognition for doing the right thing and doing what is expected of them
- No child is neutral; no child is forgotten or overlooked - The child who does everything expected of them in a quiet, unassuming way is still recognised if s/he is on green
- There is a presumption that the majority of children will be on green all the time
- Children who move away from green can work their way back. Pupils can turn a situation around by showing that they can make the right choices
- The consequences of not doing the right thing are clear
- All adults take responsibility for promoting positive behaviour
- Behaviour can be guided in the right direction
- The headteacher and members of the Senior Leadership Team are the last resort

As every child starts a new day on green, sanctions are dealt with on the day and with the exception of exclusions, do not continue to the next day.

Strategies used by all staff

- Define what you mean by good behaviour
- Teach, don't tell, behaviour
- Build routines, habits and norms
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Don't wait for pupils to misbehave – be proactive
- Reboot expectations constantly
- Be consistent
- Constantly refer to the Studley Green Code and our values
- Record all significant behaviour incidents using CPOMS and inform a member of SLT
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

Rewarding desirable behaviours and achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Through habitually recognising desirable behaviour and rewarding it, we reinforce the culture we want in our school and motivate our children to uphold it. Staff will aim to catch children doing the right thing and show our approval promptly. We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs.

We will seek to encourage and reward positive behaviour, good work or a demonstration of positive personal values by using a range of forms of recognition:

Individual rewards

Daily

- Smiles and immediate praise.
- Public or private positive feedback to individuals or groups.
- Visual prompts to highlight an individual's good behaviour, e.g. stickers.
- Praising the child's behaviour through conversations with parents and carers.
- Reward card points.
- Teachers can send pupils with work of high quality or which shows significant progress for that child to a member of SLT for a Headteacher's Award. This will also be acknowledged in the celebration assembly.

Weekly

- Each week, during the achievement assembly, the class teacher chooses a child to receive a star award for consistently exemplifying one or more of our values. The headteacher will also select a child for a star award certificate.

Termly

- The biggest way in which we celebrate pupils showcasing our school's values is with our Ribbon Assemblies. The Ribbon Assembly occurs once every long term and in every class, 3 pupils are selected for having displayed our values consistently.

Class rewards

- Class teachers may also decide to have a whole class reward system.

Consequences, Reflection and Support

While we believe that behaviour should be explicitly taught, we recognise that there will be occasions when pupils do not meet the expectations of the Studley Green Code. In these situations, staff will use consequences consistently, calmly and proportionately.

The purpose of consequences is not to punish, but to help pupils learn from mistakes, understand the impact of their actions, repair relationships where appropriate and make successful choices in the future. Consequences are accompanied by reflection, support and opportunities to restore positive relationships.

Following a behaviour incident, pupils will be supported to reflect on:

- What happened.
- Which rule or value was not being followed.
- What they should do differently next time.
- How they can put things right.
- What will happen if the behaviour is repeated.

When dealing with behaviour incidents, staff will:

- Praise in public and reprimand in private.
- Address behaviour promptly and calmly.
- Criticise the behaviour, not the child.
- Explain why the behaviour was unacceptable.
- Clearly identify the expected behaviour.
- Apply consequences consistently and proportionately.

Adults will always seek to prevent misbehaviour through strong routines, positive relationships and clear expectations. Before issuing a warning, staff will use appropriate low-level strategies such as non-verbal signals, proximity, reminders and positive reinforcement. Where behaviour continues, staff will follow the staged response outlined below. Professional judgement will always be exercised, taking account of the circumstances of the incident, the age of the pupil and any relevant SEND or additional needs.

Traffic Light	Behaviour choices	Consequences	Teacher strategies, actions and example script
Green	I am consistently making the right choices even when it is difficult. I am following the Studley Green Code and the behaviours that correspond to our school values.	You are proud of yourself and others are proud of you. You are maximising your learning. You are a role model to other children. You will earn individual and class rewards.	The teacher gives out verbal praise. The pupil may go to the Headteacher for a Headteacher's Award for a high-quality piece of work. Class-based rewards can be used.
A look/ reminder	I need to make the right choices in school. I need to follow the Studley Green Code at all times.	I need to be reminded of the Studley Green Code and our school expectations.	"A number of students are not tracking the text." "Silent work, thanks." "Remember our class rule for discussion, thanks."
Warning	I am beginning to make the wrong choices - I will think about how to turn it around. Example behaviours: ● Calling out/interrupting ● Not following an adult's instruction the first time ● Talking over a teacher ● Answering back to an adult ● Wasting learning time ● Off-task behaviour ● Not showing Fantastic Walking ● Wrong voice volume ● Out of seat ● Entering the school building needlessly at break/lunchtime	I am beginning not to learn and others may not want to be around me. I am disturbing the learning of my friends. I will receive a warning. If my teacher has to tell me again I will go on amber.	The teacher uses a range of low-level behaviour management approaches such as physical proximity, identifying positive behaviours and non-verbal strategies. Teacher is to issue a warning and clearly identify the desired behaviour. Teacher to privately record/log warning status. <i>"_____, you are shouting out which is not following our school code. This is your WARNING. Next time I have to speak to you about this you will</i>

	● Showing a lack of care for school property ● Not respecting other pupils' personal space		<i>be moved to amber. Please raise your hand in future."</i>
Amber	I am behaving in a way that stops my learning and learning of others. I have made the wrong choice. Example behaviours: ● Not following one of the rules from our Studley Green Code ● Persistent disruptive behaviour (behaviour which continues after appropriate reminders, warnings and intervention) ● Refusal to complete tasks set ● Rude or disrespectful behaviour – using unkind words ● Throwing objects (not directly at a person) ● Damaging school property intentionally ● Being dishonest ● Leaving class without permission	Amber provides an opportunity to pause, reflect and receive support before behaviours escalate. I will have a short reflection conversation with my teacher. I may be moved away from distractions so that I can be successful. My behaviour has not met the expectations of our school community and I need to think about how I can make a better choice next time.	The child sees the teacher at the end of the lesson for a two-minute reflection conversation. If the behaviour continues after the amber reflection, or if another amber-level behaviour occurs during the same lesson or session, the pupil may be moved to red. <i>"_____, you have chosen to continue to shout out which is breaking our school rule of being respectful. You have now moved to amber and will need to speak to me at break time/lunch play/the end of the day."</i>

Red	I have made the wrong choice, and I am not responding to adults who are trying to help me. Example behaviours: ● Persistent challenging negative behaviour ● Persistent or serious rudeness/name-calling ● Graffiti/ vandalism ● Stealing ● Serious or deliberate swearing ● Verbal or physical threat ● Physical violence ● Inappropriate online behaviour ● Spitting (on the floor or at others) ● Throwing objects at a person ● Running out of class/away in public places ● Bullying ● Shouting at an adult ● Throwing things across the classroom	I have disrupted my own learning and the learning of my friends or spoiled play, other people may be hurt or upset. If necessary, I will be moved away from my friends and classmates. I will spend 15 minutes completing a reflection process with adult support so that I can regulate, reflect on my choices, restore relationships where appropriate and return successfully to learning.	<i>“_____, you are continuing to break the school rule of being respectful and have now been moved to red. You will now spend break time/lunch play/the end of the day reflecting on the choices you have made.”</i> The incident must be recorded on CPOMS by the adult who moved the child to red. Teacher contacts parents on the day of the pupil being put on red. If there have been a number of incidents of the pupil being on red, the process outlined on Page 13 is triggered.
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The majority of the time, the traffic light system should be consistently adhered to. However, some behaviours are sufficiently serious that they may warrant immediate referral to SLT and may bypass earlier stages of the behaviour system.

SLT intervention	At the discretion of SLT, severe disruption can result in a reflection, internal exclusion or external exclusion. Parents will be spoken to by SLT.	● Persistent serious behaviour ● Intentionally seriously hurting someone ● Serious damage to school property ● Racist, homophobic or prejudicial language ● Aggressive swearing (directed at another person) ● Bullying including online ● Discrimination and oppressive behaviour ● Sexual harassment and sexual violence ● Very serious challenge or threat to adult ● Serious inappropriate online behaviour
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It is a priority that the learning of the class is not affected by the behaviour of an individual child. If

necessary, the child demonstrating the unacceptable behaviour will need to work with an adult away from the class so the learning in the lesson is not disrupted. See Appendix D for information on suspensions.

Reflection

When pupils do not comply with teacher instructions, they may be asked to reflect on their behaviour at the end of the lesson. In some classes, particularly where children are still learning expectations and routines, this reflection may take place immediately following the incident. Reflection is carried out through a brief conversation when a child reaches amber, or through a Behaviour Reflection Sheet (see Appendix A) when a child reaches red.

During reflection time, the child, with adult support where appropriate, will be encouraged to identify how they were feeling, what went wrong, what they will do differently next time and what they can do to put things right. Pupils will also have the opportunity to use appropriate strategies to help them regulate their emotions and prepare to return to learning.

Once the reflection has taken place, pupils will be supported to re-join the class positively and successfully.

Where appropriate, staff may facilitate a restorative conversation between those affected by the behaviour. The purpose of this conversation is to repair relationships, promote accountability and support pupils' social and emotional development. We believe that children learn best from mistakes when they feel safe, respected and supported. Reflection and restoration are intended to preserve dignity whilst helping pupils understand the impact of their choices and plan for future success. Once a reflection process has been completed, pupils should be welcomed back positively and given the opportunity for a genuine fresh start.

Restorative approaches should focus on helping pupils understand the impact of their actions and how they can make things right. Restorative questions may include:

- What happened?
- Which school rule, routine or value was not being followed?
- What were you thinking or feeling at the time?
- What are you thinking or feeling now?
- Who has been affected by your behaviour?
- What can be done to put things right?
- What will you do differently next time?
- How can we make sure this does not happen again?
- Tell me about our Studley Green Code.

Playtime/lunchtime

A similar step system will be used during break and lunch play. After the incident, the class teacher can make a judgement on whether any playtime incidents affect the child's 'green' status but generally, behaviour issues should be resolved away from the classroom so the learning in the class is not affected.

Warning	Verbal warning	"This is a reminder that in the playground we follow our Studley Green Code, unless you do so, you will have to miss two minutes of your play." "Remember our school value of/Studley Code rule of"
Playground Amber	Consequence - The child misses two minutes of play. They must stay with the adult on duty and the adult should lead a short reflection conversation. This must be followed through.	"You have continued to use the equipment incorrectly and therefore you will need to stay with me for two minutes. If your misbehaviour carries on you will have to go inside for reflection."
Playground Red	If the disruption continues, the child will be taken to SLT for a 15-minute reflection period. Children will be sent for immediate reflection with SLT for serious misbehaviours such as violence, verbal or physical threat, serious damage to school property, racist, homophobic or prejudicial language, aggressive swearing, bullying, discrimination, sexual harassment and sexual violence, or a very serious challenge or threat to an adult.	"You are still not following our Studley Code and need to take some time to reflect on your behaviour." Serious incidents are recorded on CPOMS with the class teacher and relevant staff copied in.

Report Cards

If a child is repeatedly reaching the top of the behaviour scale, additional support will be needed and they may be placed on Daily Behaviour Report Card which is reviewed on a weekly basis (see Appendix B). This will be completed with the class teacher, parent/carer and the pupil. It will include clear targets for the pupil to work towards and the agreed strategies and actions that will be put in place in school and at home. There will be daily correspondence between the teacher and the parent/carer regarding the pupil's behaviour and progress towards meeting the agreed targets. At the end of the week, there will be a review of the weekly report card and the next steps will be discussed. The next steps may include;

- The report card can be ceased as the pupil has modified his/her behaviour
- The report card can be ceased but specific strategies remain in place

- The report card needs to continue for another week. After 3 weeks on the report card and the behaviour has not improved, then there will be a meeting with the class teacher, pupil and Head/SENCo to put together a behaviour plan.

Behaviour Plans

In some cases, children may require an individual behaviour plan tailored to their specific needs. The school recognises that some pupils have additional behavioural, social, emotional or communication needs and is committed to working in partnership with pupils, parents and carers to provide appropriate support. Behaviour plans will identify triggers, early warning signs, successful de-escalation strategies, agreed adult responses, reasonable adjustments and restorative approaches. Plans will be developed alongside parents, pupils and relevant professionals and will be shared with all staff who work with the pupil to ensure a consistent approach. Support may involve collaboration with external agencies including Educational Psychology, Behaviour Support, Inclusion Services, SEMH professionals and other specialist services where appropriate.

Working with Parents

At Studley Green Primary School, we believe that strong partnerships between home and school are essential in helping children develop positive behaviour, character and attitudes to learning.

We will:

- communicate regularly with parents about both positive behaviour and any concerns;
- work collaboratively with parents to identify barriers to success and agree support strategies;
- involve parents in behaviour plans, report cards and reintegration meetings where appropriate;
- seek parental views when reviewing behaviour systems and this policy;
- ensure that behaviour concerns are communicated promptly, professionally and constructively.

Parents are expected to:

- support the school's behaviour expectations and the Studley Green Code;
- communicate concerns openly and respectfully with staff;
- work in partnership with the school to support behaviour improvement;
- attend meetings relating to behaviour support whenever possible.

Exclusions and Reintegration

Studley Green Primary School follows the Local Authority guidelines on suspensions and exclusion. Following suspension, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- a) Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;

- b) Discuss how behaviour problems can be addressed;
- c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
- d) Reach an agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;
- e) Create a forum for a discussion about what support could be put in place for the parents

Following reintegration, pupils will be welcomed positively and supported to make a successful return to school. We believe that a suspension does not end a child's membership of our community and every child should experience a genuine fresh start upon their return.

Peer-on-peer Abuse

All staff are aware that safeguarding issues can manifest themselves via peer-to-peer abuse. This is most likely to include, but may not be limited to

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Post-incident Care

Where there has been a disruptive or distressing incident that may affect the wellbeing of other pupils, a member of staff will speak to those pupils as soon as practicable after the event to provide reassurance, answer any questions where appropriate and ensure that they feel safe to continue with their normal school routines.

Following a significant behaviour incident, appropriate support will be offered to the pupil involved, any affected pupils and members of staff. This may include restorative conversations, emotional support, follow-up discussions or other interventions to help rebuild relationships and support wellbeing.

Support will be provided by a member of the Senior Leadership Team for any member of staff who has been subject to physical aggression, threats or significant verbal abuse. Where appropriate, staff and pupils will be given the opportunity to reflect on the incident so that lessons can be learned and future incidents can be prevented.

Staff Wellbeing Following Behaviour Incidents

The school recognises that serious behaviour incidents can affect staff wellbeing.

Following incidents involving aggression, threats, physical intervention or significant emotional impact, staff will have access to:

- support from senior leaders;
- opportunities for debrief and reflection;
- guidance regarding next steps and follow-up actions;
- access to wellbeing support where appropriate.

Learning from significant incidents will be used to strengthen systems, reduce future risk and support both pupils and staff.

Recording Incidents

Significant single incidents, as well as recurring patterns of behaviour, must be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child, including any occasion when a child reaches red. Recording should focus not only on serious individual incidents but also on repeated behaviours that may indicate a need for additional support or intervention.

Staff should use professional judgement when deciding whether an incident requires recording. Where a child quickly acknowledges a wrong choice, makes appropriate reparations and there is no ongoing concern or emerging pattern, recording may not be necessary. For example, a child who flicks a rubber across the classroom, immediately apologises and responds positively to adult guidance would not require a CPOMS entry.

Online Behaviour and Emerging Technologies

Studley Green Primary School is a smartphone-free site. Pupils are strongly discouraged from bringing mobile phones to school, as they are not required during the school day and can present issues around distraction, safeguarding and online safety. If a parent feels their child must carry a phone for safety reasons when walking to or from school independently, the phone must be handed in to the school office on arrival and collected at the end of the day. Phones must not be kept in bags, coats or pockets during school hours.

If a pupil brings a phone onto school premises without handing it in, staff will confiscate the phone and parents/carers will be informed. The incident will be managed in line with the Behaviour Policy, with consequences applied where appropriate (e.g. failure to follow instructions, dishonesty, unsafe behaviour or inappropriate online behaviour). Persistent failure to follow this expectation will result in escalating sanctions in accordance with the traffic-light system.

We recognise that, in exceptional circumstances, a small number of pupils may require reasonable adjustments, for example, pupils with specific medical needs, particular safeguarding vulnerabilities, or other agreed circumstances. In such cases, arrangements will be agreed in advance with the Headteacher and communicated clearly to all adults working with the pupil. Phones approved under reasonable adjustments must still be stored safely with staff unless alternative arrangements have been formally agreed.

The school's expectations for behaviour extend to online conduct where it affects members of the school community. This includes the misuse of digital technology and artificial intelligence (AI) tools.

The misuse of AI tools, including the creation or sharing of harmful, misleading, bullying or inappropriate content, will be treated in the same way as any other form of online misconduct and may be managed as a behaviour, safeguarding or disciplinary matter.

Examples may include the creation of fake images, manipulated content, online harassment, bullying, discrimination or material intended to cause harm or distress to others.

Searching and Confiscation

School staff may search for, confiscate and retain prohibited items where it is lawful and appropriate to do so. Any searching or confiscation will be conducted in accordance with current DfE guidance and the school's safeguarding procedures. Parents will be informed where appropriate.

Monitoring Behaviour

The Senior Leadership Team will monitor behaviour data regularly to identify patterns, trends and emerging concerns. Particular attention will be paid to incidents involving bullying, racism, homophobia, transphobia, sexism, disability-related prejudice and other forms of discriminatory behaviour. A record of these incidents will be maintained so that appropriate follow-up can take place and preventative actions can be implemented.

The Headteacher will analyse behaviour records to identify pupils who may be vulnerable, require additional support or be displaying emerging patterns of behaviour. This information will be used to inform interventions, behaviour plans and referrals to external agencies where appropriate.

The Senior Leadership Team will also monitor the consistency of implementation of this policy across the school and will review individual cases where necessary. Behaviour data will be used to evaluate the effectiveness of the school's behaviour systems and to identify any groups of pupils who may be disproportionately represented in behaviour incidents or sanctions.

The Senior Leadership Team will be responsible for monitoring and reviewing this policy. The policy will be formally reviewed annually or sooner if required. The views of pupils, parents, staff and governors will be considered as part of the ongoing review and development of behaviour systems and policy.

Inclusion

We believe that every child can succeed. We recognise that some pupils face additional barriers that may affect behaviour, communication, emotional regulation or social interaction. These may include SEND, social, emotional and mental health needs, trauma, attachment difficulties, adverse childhood experiences, medical needs or wider safeguarding concerns. Our commitment is to maintain high expectations for every child whilst providing the support necessary for success. Where appropriate, reasonable adjustments will be made to remove barriers and enable pupils to

access learning and experience success within our school community. Providing support is not lowering expectations. It is ensuring equitable access to success. This is true for all children, but especially those with significant additional needs. Research shows that children with SEND benefit greatly from calm, orderly schools where expectations are clear and consistent. In exceptional circumstances, our practice may need to be adapted to meet individual needs. Where appropriate, reasonable adjustments may be made to behaviour systems, routines and consequences for pupils with identified SEND or disabilities, whilst maintaining high expectations and ensuring the safety, wellbeing and learning of all pupils. Such adjustments are intended to complement the school's behaviour systems, not replace them.

Support for Vulnerable Pupils and SEMH Needs

We recognise that, at times, behaviour may be influenced by social, emotional, mental health, communication, developmental or sensory needs. Whilst maintaining high expectations, staff will seek to understand and respond appropriately to these underlying needs.

Where concerns arise, support may include:

- assessment through school-based pastoral and SEND systems;
- observation and review of behavioural patterns and triggers;
- individual behaviour plans;
- reasonable adjustments to routines, teaching approaches and consequences;
- support from the SENDCo;
- referral to external professionals including Educational Psychology, Inclusion Services and other specialist agencies where appropriate.

We recognise the impact that trauma, adverse childhood experiences and significant life events can have on behaviour. Staff will respond with consistency, empathy and clear boundaries whilst maintaining high expectations.

Use of Reasonable Force and Restrictive Interventions

At Studley Green Primary School, we are committed to creating a safe, inclusive and supportive environment where positive relationships, effective communication and de-escalation strategies are used to minimise the need for restrictive interventions. Restrictive interventions, including the use of reasonable force, will only ever be used as a last resort when it is necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, causing significant damage to property, or seriously disrupting good order and safety. Any intervention must be reasonable, proportionate, necessary and applied for the shortest time possible, using the least restrictive option available. Restraint will never be used as a punishment or to inflict pain, fear or humiliation. Staff will seek to understand the underlying causes of behaviour, particularly for pupils with SEND or additional vulnerabilities, and will employ preventative and de-escalation strategies wherever possible. Following any significant incident involving reasonable force or other restrictive intervention, the school will record, review and report the incident in line with statutory guidance, work with parents and carers, and use learning from the incident to further reduce the likelihood of recurrence. All pupils will be treated with dignity, respect and care throughout any intervention, with their welfare remaining paramount at all times. Following

significant incidents, staff will have access to appropriate support, debrief, reflection opportunities and guidance from senior leaders to support their wellbeing and professional practice.

Roles and Responsibilities

Creating a positive culture of behaviour is the responsibility of every member of the Studley Green community. Whilst the Headteacher provides strategic leadership, positive behaviour grows when pupils, staff, parents and governors work together to create an environment where everyone feels safe, respected and able to flourish. However, we acknowledge the responsibility of every person – adult and child – in promoting and maintaining high standards of behaviour at all times. There will be regular behaviour training for all staff and induction for new staff will include a full explanation of our behaviour policy.

Trustees

Trustees are responsible for:

- ensuring that the school has an effective behaviour policy;
- monitoring the implementation and impact of the policy;
- promoting high standards of behaviour and inclusion;
- reviewing behaviour data and patterns of suspension where appropriate.

Headteacher

The Headteacher is responsible for:

- establishing and maintaining a positive culture of behaviour;
- ensuring that the policy is implemented consistently;
- ensuring staff receive appropriate training and support;
- monitoring behaviour systems and outcomes;
- making decisions regarding suspension and exclusion.

Staff

All staff are responsible for:

- consistently implementing the Behaviour Policy;
- explicitly teaching behavioural expectations and routines;
- building positive relationships with pupils;
- recording significant incidents appropriately;
- supporting pupils to reflect, repair and improve.

Parents and Carers

Parents and carers are responsible for:

- supporting the values, routines and expectations of the school;

- working in partnership with staff;
- attending meetings relating to behaviour support when required.

Pupils

Pupils are expected to:

- follow the Studley Green Code;
- demonstrate our values of Aspiration, Belonging and Compassion;
- take responsibility for their choices;
- engage positively with reflection and restorative processes.

Our Commitment

At Studley Green Primary School we believe that positive behaviour grows through Aspiration, Belonging and Compassion. We combine clear expectations with strong relationships, consistent routines with kindness and accountability with support.

We want every child to leave our school believing:

I belong here.

I matter here.

I can succeed here.

Because when children feel known, valued and included, they are more likely to flourish both in school and beyond.

Relevant policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Single Equalities Policy
- PSHE & SRE Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Exclusions Policy
- Online Safety Policy
- Staff code of conduct policy
- Positive Handling

Appendix A - Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

How were you feeling?



sad

☐

silly

☐

confused

☐

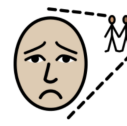
fidgety

☐

angry

☐

bored

☐

lonely

☐

embarrassed

☐

What went wrong?

Who was affected by your behaviour?

How were they affected?

What will you do next time?

Is there anything you need to do to put things right?

Which part of the Studley Green Code were you not following?



Be kind



Work hard



Act safely



Move calmly



Show respect

Appendix B - Behaviour Report Card

Daily report card

Date: _____



Target	First session	Break	Middle session	Lunch	Afternoon session

Comment from school

Comment from home

Daily report card

Date: _____



Target	First session	Break	Middle session	Lunch	Afternoon session

Comment from school

Comment from home

Appendix C - Behaviour Charter

Studley Green Behaviour Charter

At Studley Green Primary School, we are committed to creating a culture where every child feels safe, valued, respected and has a strong sense of belonging. We believe that children are most successful when they feel known, understood and supported by the adults around them. Positive behaviour grows through strong relationships, high expectations, consistent routines and a shared commitment to helping every child flourish.

Behaviour is not simply something to be managed. It is something that is taught, practised and strengthened over time through our values and through our behaviour curriculum, The Studley Green Way.

Our Values

Everything we do is rooted in our three values:

Aspiration

We believe in ourselves, work hard and strive to be the best we can be.

Belonging

We value every member of our community and help everyone feel safe, included and respected.

Compassion

We show kindness, empathy and understanding through our words and actions.

Our Studley Green Code

We all follow the Studley Green Code:

- Be kind
- Work hard
- Act safely
- Move calmly
- Show respect

These simple rules help us create a calm, safe and successful learning environment where everyone can thrive.

The Studley Green Way

Children are explicitly taught the routines, habits and behaviours that help them succeed in school and beyond. Through consistent practice, support and encouragement, we help pupils develop positive behaviour, strong character and increasing independence.

Reflection and Restoration

Everyone makes mistakes.

When behaviour falls below expectations, our aim is to help children learn from those mistakes, understand their impact on others and make better choices in the future.

Reflection and restorative conversations help pupils to:

- take responsibility
- repair relationships
- put things right where possible
- learn from what happened
- experience a genuine fresh start

Working Together

Positive behaviour is everyone's responsibility. We ask pupils, staff, parents and governors to work together to create a school where everyone feels:

- safe
- known
- valued
- respected
- included

Our Commitment

At Studley Green Primary School, we believe that positive behaviour grows through Aspiration, Belonging and Compassion. We combine clear expectations with strong relationships, consistent routines with kindness and accountability with support.

We want every child to leave our school believing:

I belong here.

I matter here.

I can succeed here.

Because when children feel known, valued and included, they are more likely to flourish both in school and beyond.

Appendix D: Suspensions

At Studley Green we follow the guidance given in the Wiltshire Local Authority **School Suspensions and Permanent Exclusions 2023** document, which says that all suspensions must be:

- Lawful
- Reasonable
- Fair
- Proportionate

At Studley Green, we believe that fixed-term suspensions should be a last resort, and only used when all other options are either insufficient or have been exhausted. Whenever appropriate, we use SLT internal supervision rather than off-site suspension, namely for:

- Repeated Red incidents
- When pupils are not emotionally ready to return to class
- When pupil(s) returning to mainstream learning would disrupt the school day of others

Our 'red lines' for considering a fixed-term suspension are:

- When a pupil/pupils remaining in school is demonstrably unsafe for them or others (adults and pupils)
- Pupils have demonstrated deliberate behaviour which threatens the safety or welfare of others

Where these thresholds are met, the decision to suspend is taken by the Headteacher only (in accordance with LA guidance), or by SLT in the absence of the Headteacher, when every reasonable effort will be made to secure the agreement of the Headteacher.

Whenever a fixed-term suspension is being considered, a risk assessment will be undertaken which considers:

- The safety and welfare of the suspended pupil(s) whilst off-site
- The requirement that they complete school work whilst suspended.

In suspensions that exceed 5 days or are at risk of being made permanent, Local Authority guidance will be followed at each step. All suspensions of any length are followed by a readmission meeting involving the pupil, parent and Headteacher. There, clarity about the incident(s), targets for the future and any required support are agreed.

Local Authority guidance can be found at <https://rightchoice.wiltshire.gov.uk/Page/8962>