



St. Sebastian's Church of England Primary School and Nursery

Behaviour Policy

Date	Spring 2026
St Sebastian's Author	Sarah Cohen
Approved by:	LGB
Review	Spring 2027

"Love for Others, Learning in Every Step."

Aims

This policy aims 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation and statutory requirements

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

- Behaviour and discipline in schools: advice for Head Teachers and school staff, 2016
- Behaviour in schools: advice for Head Teachers 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

INTRODUCTION

This behaviour policy is based on our Christian Vision which is encompassed by our school values of love, respect, aspiration and courage. To achieve this, we have adopted an approach to behaviour that is underpinned by the principles of ***Therapeutic Thinking***. This policy is underpinned by the TKAT Behaviour Statement (see below).

TKAT BEHAVIOUR STATEMENT

Written Statement of Behaviour Principles -

- All the pupils in our schools have the right to feel safe, valued and respected and to be able to learn, free from the disruption of others
- Our pupils, staff and visitors should attend and work free from any form of discrimination
- Our staff, other adults, Trustees and members of the Central Team will set an excellent example to pupils at all times
- Rewards, sanctions are used consistently by staff, in line with the individual schools' behaviour policies and TKAT's Use of Reasonable Force policy
- Our schools ensure that their school's behaviour policy is understood by pupils, parents and staff
- Our schools believe in the value of equity. The aim is to give children what they need to succeed which may mean that the provision for some pupils may look different
- Our suspension and exclusions policy explains that suspensions/exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- TKAT pupils are helped to take responsibility for their actions
- Our schools will involve families in their management of behaviour incidents to foster good relationships between the school and pupils' home life

The Trustees of TKAT also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum Effectiveness and Church Ethos Committee annually.

THERAPEUTIC APPROACH

We will promote a therapeutic approach towards behaviour management and to enable this, it is the responsibility of every adult at our school to seek to know how to promote expected behaviours, to know how to manage difficult or dangerous behaviours and to understand what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

EXPECTED BEHAVIOURS LINKED TO OUR CHRISTIAN VALUES

- Follow instructions
- Listen to others
- Respond appropriately
- Keep hands, feet and objects to yourself
- Be respectful and kind

REWARDS

We want children to develop intrinsic motivation to succeed, so that they care about doing their best for their own personal reasons. We understand that some children need support from extrinsic rewards (see below for examples; however, this list is not exhaustive and other rewards may be used depending upon the individual needs of the pupil).

- Dojo points
- Celebration assembly
- Verbal praise
- Recognition from the Head of School and other members of staff

- Good Samaritan cup
- Stickers

CONSEQUENCES OF UNEXPECTED BEHAVIOUR

Stage	Examples of Unexpected Behaviours	Adult action	Key Language	Who leads the Consequence?
1	<ul style="list-style-type: none"> • Interrupting others • Calling out • Not completing learning • Disturbing others 	<p>Reminder</p> <p>Verbal explanation of the unexpected behaviour and what is expected.</p>	<p>Script</p> <p><i>'Student x at the moment you are showing unexpected behaviour by calling out. I would like you to show an expected behaviour and show me that you are ready to learn.'</i></p>	Staff in the vicinity
2	<ul style="list-style-type: none"> • Repeated stage 1 behaviour • Not being respectful towards adults • Use of unexpected language e.g. name calling • Wandering and running around the classroom or corridors (without permission) • Unauthorised access to other parts of the building • Not being friendly/sharing • Not playing by rules • Deliberately creating a disturbance 	<p>Warning 1 Given</p> <p>Depending upon the severity of the action, a sanction could be immediately given.</p> <p>Reflection sheet to be completed by the child at break/lunch*</p>	<p>Script</p> <p><i>'I have given you an opportunity to show me you can behave in an expected way. This is your (final) opportunity to take control of your body and mind and be expected. If you cannot, you will have time away at break or lunch.'</i></p>	Staff in the vicinity
3	<ul style="list-style-type: none"> • Repeated stage 1 and 2 behaviours • Being unkind to other children • Taking school resources or personal belongings (staff and children), without permission • Play fighting • Not keeping hands and feet to themselves • Playing in the toilets • Unsafe use of equipment • Using unexpected language (swearing and discriminative) 	<p>Final warning given</p> <p>Informal parent meeting</p> <p>Depending upon the severity of the action, a sanction could be immediately given.</p> <p>Reflection sheet to be completed by the child at break/lunch*</p>		<p>Staff in the vicinity</p> <p>Reflection sheet to be completed at break/lunch</p>

4	<ul style="list-style-type: none"> • 3+ Reflection Sheets Completed • Repeated stage 2 & 3 behaviours • Throwing or damaging equipment • Leaving the playground • Not respecting personal space of adults and children • Refusal to go into own classroom 	<p>Time away from class or outside area with an appropriate task.</p> <p>Formal parent meeting</p> <p>Time away from class</p> <p>Depending upon the severity of the action, a sanction could be immediately given.</p> <p>Potentially start to explore external support for pupil behaviour.</p>	<p>Script</p> <p><i>'This is now the third time I have spoken to you. As a consequence of not being able to demonstrate expected behaviours, you are going to Time Away at break/lunch.'</i></p>	<p>Class Teacher supported by SLT</p>
5	<ul style="list-style-type: none"> • Persistent Stage 4 behaviours recorded • Deliberately trying to damage school/other child's property • Refusal to cooperate • Deliberately invading the space of an adult or child 	<p>Meet with SLT</p> <p>Formal parent meeting</p> <p>Start the process of accessing explore external support for pupil behaviour (if this has not already been started).</p> <p>Internal exclusion</p> <p>Depending upon the severity of the action, a sanction could be immediately given.</p>	<p>Script</p> <p><i>'Please talk me through what happened before the incident.'</i></p> <p><i>'Do you think there is any other way that you could have dealt with this situation?'</i></p> <p><i>'What do you think is the impact of your behaviour choices on the children and adults involved?'</i></p>	<p>SLT</p>
6 Immediate Response	<ul style="list-style-type: none"> • Harming another child or adult with force • Harming an adult with force • Throwing or damaging items purposefully • Racism, homophobic or discriminatory language • Intentional and purposeful damage of school / other's property • Attempting to leave school unsafely • Threatening behaviour • Persistent bullying • Theft or vandalism 	<p>Internal exclusion</p> <p>Formal parent meeting</p> <p>Seek support from external agencies (if not already started).</p> <p>Fixed – Term Suspension</p> <p>Permanent Exclusion</p> <p>Potential Managed Moved</p> <p>Potential Alternative Provision</p>		<p>These behaviours are under no circumstances tolerated in school and as such will be dealt with immediately by Head teacher with support of SLT/SENDco</p> <p>Support and advice will be sought from the Trust.</p>

	<ul style="list-style-type: none"> • Fighting with others • Sexual actions or statements • Dangerous behaviour to yourself and/or others 	Off – site provision at another school		
--	---	--	--	--

* Reflection sheets are used as a learning and restorative tool to help children understand the impact of their behaviour and identify strategies for making better choices in the future. Reflection sheets are completed at break or lunch unless the incident requires immediate action. If a child completes three reflection sheets in a half term, this will trigger a supportive meeting with the class teacher and parent/carer to identify strategies to help the child demonstrate expected behaviours.

ROLES AND RESPONSIBILITIES

The Head of School will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported incidents of misbehaviour using CPOMs (stage 4, 5 and 6).
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Involve outside agencies, where appropriate, such as LA behaviour support services
- Seek advice from the CEO of TKAT for potential exclusions and suspension (stage 6)

All staff and pupils will be made aware of the expectations within the behaviour policy.

All Parents will receive a copy of the behaviour policy and will be expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings when requested

SAFEGUARDING

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

RESTORATIVE APPROACHES

Restorative approaches help pupils understand the impact of their actions and how to put it right. We believe that by using a restorative approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

EXCLUSION

At St. Sebastian's School we aim to avoid excluding pupils through:

- the establishment of positive relationships with our pupils;
- the timely application of in-house intervention strategies such as social skills groups;
- the involvement of Local Authority services such as the Vulnerable Pupil Unit (ie. Foundry College).
- Developing a Behaviour Plan
- Setting up a Pastoral Support Plan (PSP)

Nevertheless, serious misbehaviour may still arise and may result in a pupil being excluded from school. **Only the Head of School or Executive Headteacher can take the decision to exclude (in consultation with the CEO of the Trust)** and it would follow a **significant** breach of school rules such as:

- Violence and/or threats towards another pupil or a member of Staff;
- An attack or threat of a sexual nature;
- Persistent refusal to follow instructions or requests;
- Disruption of lessons;
- Bringing any sort of weapon, drugs or alcohol into school, whether or not there was an intention to use it.

Three types of exclusion are open to schools – fixed term, which is temporary for a specified number of days; permanent, where the pupil may not return to the school; and exclusion for the lunch time period, where the Parent is required to collect the child at the start of lunch and return him/her for the afternoon session.

The type and duration of exclusion is related to

- the nature of the misdemeanour
- the child's previous record.

Permanent exclusion would not normally be the first resort. However, this remains open to the school even after just one incident where the misbehaviour is particularly significant – for example serious and deliberate long-term damage to a fellow pupil or teacher.

In all cases of exclusion, the appropriate Local Authority guidance, forms and letters are acted upon and used. Where necessary the Head Teacher will consult the Vulnerable Pupil Unit/Behaviour Support Team (Foundry College/ Trust CEO/Chair of Governors) before deciding on the nature and duration of exclusion.

All the above sanctions are put in place at the discretion of the Head of School, and the context and child's needs will be fully considered when sanctions are applied.

MONITORING AND EVALUATING

The effectiveness of this policy will be regularly monitored by the Head of School and the governing body.

REVIEW

To be reviewed by the Head of School annually

LINKED POLICIES

TKAT Safeguarding Policy

TKAT Behaviour Statement

TKAT Suspension and Exclusion Policy

Anti – Bullying Policy