



Crockham Hill C E Primary School

'Sowing the seeds to give our children the best possible start to the rest of their lives.'

Behaviour policy and statement of behaviour principles

Review Body:	Curriculum and Learning & FGB
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Annual
Reviewed:	Spring 2026
Next Review:	Spring 2027

Approved by the Curriculum and Learning Committee on 12th February 2026

Approved by FGB on 26th March 2026

At Crockham Hill C E Primary school we want to create and foster a safe, calm environment where everyone feels secure and respected. We base our behaviour on Christian principles, where Christian concern is shown for the whole school community. We endeavour to use our **resilience** to achieve our highest **aspirations**. **Respect** and **empathy** is shown for ourselves, others and the world around us. We want a working environment which encourages pupils and staff to give their best both inside and beyond the school.

This policy supports our values of Respect, Empathy and Aspiration. It has been adopted so that all members of our staff know what standards we expect. These expectations in turn will make our school one which provides the best start to the rest of our children's lives in line with our school vision.

RESPECT EMPATHY RESILIENCE ASPIRATION

Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum	6
7. Responding to behaviour	7
8. Serious sanctions	12
9. Responding to misbehaviour from pupils with SEND	14
10. Supporting pupils following a sanction	15
11. Pupil transition	15
12. Training	15
13. Monitoring arrangements	16
14. Links with other policies	16
Appendix 1: Written statement of behaviour principles	17
Appendix 2: Classroom Behaviour Flow Chart	19
Appendix 3: Playground Behaviour Flow Chart	20
Appendix 4: Class Behaviour Cards	21
Appendix 5: Classroom Reflection Zones	22
Appendix 6: staff training log	23
Appendix 7: letters to parents about pupil behaviour - templates	24

1. 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 that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as any action by a pupil that disrupts learning, affects the safety or wellbeing of themselves or others, or breaks the agreed rules of the school, including but not limited to the following:

- Disruption inside or outside the classroom, including playgrounds, corridors, or on trips.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as (but not limited to) the following:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
 - Theft
 - Fighting
 - Smoking
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited/banned items. These are:
 - Knives (any bladed article) or weapons
 - Alcohol
 - Illegal drugs (parents must bring prescribed medication to the office)
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our strategy to address Bullying

- Please see **Anti-Bullying policy**

5. Roles and responsibilities

5.1 Governors

The Crockham Hill CE Primary Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Curriculum and Learning Committee and approved by the FGB
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

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
- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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
- 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, while 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour flow chart and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Encouraging children to use the Zones of Regulation to self-regulate when necessary (appendix 4)

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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 <https://www.crockhamhill.kent.sch.uk/>

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Stickers
- House points and/or Dojo points

- Merits, additional class rewards and Headteacher Certificates
- Golden Time
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Whole-class rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expected behaviour
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a given responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead(or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

A strip search would only ever be conducted by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C and in the presence of a parent or guardian.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to 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 child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break times.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised by another member of staff and will be removed for a maximum of 30 minutes or until the child is regulated and able to return safely to class.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with staff members
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMs, along with details of the incident that led to the removal.

Please note: Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs).

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

8.4. Break Times

The school benefits from a varied and stimulating play area. It is vital that pupils are able to enjoy the use of these areas in safety.

Restrictions in our play areas

- Pupils are not allowed on areas other than the tarmac playground before or after school unless taking part in a supervised extra-curricular activity.
- Pupils are not allowed on areas other than the tarmac playground if an adult is not present in that area and has 'opened' it for play. If an adult has to leave any of these areas for an emergency, they will tell the staff member on the tarmac playground and children will be asked to leave that area by the person on the tarmac playground.
- Only KS2 pupils are allowed to use all of the apparatus (except Reception climbing frame) available and only then when at least 2 adults are on duty and permission is given.
- The monkey bars have a height restriction and only KS2 pupils who are as tall as the marker are allowed to use them.
- Only KS2 pupils may use the aerial runway.
- Pupils are expected to keep to the pathways in the woodland area.
- The 'Quiet Area' is for talking, eating fruit snacks and quiet, sedentary games only.
- The slide should be used by one child at a time and only used in a sitting position, facing front, checking the way ahead is clear.

At the end of breaks the bell is rung and pupils are expected to tidy up, walk down onto the lower playground and line up. At the second bell the children should be lined up in SILENCE. One member of staff (by agreement amongst duty staff) takes overall responsibility for lining up and silence.

Rules for a happy playtime on display in the playground:

- We let people join in with our games.
- We use respectful language.
- We do what the adults on duty ask straight away.
- We listen to any advice given by the Year 6 Prefects.
- We play respectfully.
- We make sure that we play in the right area.
- We always keep the quiet area for quiet games.
- We share.

8.4.1 Playground behaviour chart

Please see Appendix 3.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 (EHC) plan, 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 take into account the specific circumstances and requirements of the pupil concerned.

These preventative measures may include the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This may include measures such as:

- Reintegration meetings
- Daily contact with a particular member of staff
- A report card with personalised behaviour goals.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school

- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 5.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed by a member of SLT

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Curriculum and Learning Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1:

Governors' written statement of behaviour principles

Review Body:	Full Governing Body
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	Autumn 2026
Next Review:	Autumn 2027

Approved by Curriculum and Learning Committee on 12th February 2026

Approved by FGB on 26th March 2026

This statement supports our values of Respect and Empathy. It has been adopted so that all members of our community know how we expect pupils and staff to behave. This supports our school vision by helping us to provide a safe and supportive environment for all pupils to succeed.

RESPECT EMPATHY RESILIENCE ASPIRATION

Safeguarding Statement

At Crockham Hill C E Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every child should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at our school. We recognise our responsibility to safeguard all who access our school and to promote the welfare of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This statement underlies the information below.

Behaviour Statement

The purpose of this statement is to give guidance to the Headteacher in drawing up the school's behaviour and discipline policy by stating the principles which governors expect to be followed. This underpins the governors' duty of care to pupils and employees, to promote teaching and learning to achieve high standards of achievement and to preserve the reputation of the school.

The statement will be reviewed annually by the Full Governing Body unless changes at national or local level require an earlier review. The production and implementation of the behaviour policy is the responsibility of the Headteacher, with the support of the governors.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from
- the disruption of others
- All pupils, staff, volunteers and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Appendix 2:

Class Behaviour Flow Chart

Level 1	Possible Responses
<p>Out of seat Calling out and interrupting the teacher Loud noises to distract others Disturbing others from learning Beginning to challenge instructions or refusal to complete a learning task Improper use of equipment Thoughtless, unkind language</p>	<p>Rule reminders/remind children of behaviours you want to see and/or 2 minutes time out within classroom Praise for those children who are making the right choices Non-verbal cues Use of timers</p>
Level 2	Possible Responses
<p>Repeated offence of the previous behaviours above Inappropriate items brought into school that have been disallowed Refusal to follow instructions given by adults Unkind language (aimed at others)</p>	<p>Continue to use positive reminders Child moved to reflection space for 5 minutes Restorative conversation with adult. If a persistent offender, record incident and actions on CPOMs.</p>
Level 3	Possible Responses
<p>Repeated offence of the previous behaviours above Threatening language Continued refusal to complete tasks/follow instructions Rudeness to adults Damaging equipment (with intent)</p>	<p>Children receive time out in another class Child to miss 10mins play or lunch to make up for lost learning time in the classroom with class teacher/TA Teacher to make phone call home or speak with parent/carer at the end of the day, if behaviour continues Continue to use positive reminders. Restorative conversation with adult. Set up Pastoral Support Plan/report card, if necessary. Restorative conversation with adult. Record incident and actions on CPOMs.</p>
Level 4	Possible Responses
<p>Causing physical harm to adults and/or other children Stealing Fighting Repeated mistreatment of equipment Homophobic incident Racist language/incident (with intent) Highly disruptive behaviour Offensive/abusive language e.g. swearing, threatening Self-exiting</p>	<p>If an emergency, contact a member of SLT. immediately by sending an emergency card with a TA or child. Removal from classroom – if required. Phone call home by Senior Leader. Possible Internal exclusion in a paired class or with member of SLT (length of time to be determined by a member of SLT and agreed by the Headteacher). Work set for the exclusion is the class teachers' responsibility to organise and should be work that the child can complete independently. Staff administering the exclusion should have minimal interaction with the child. Child will return to class after an internal exclusion. Possible suspension (fixed term exclusion) determined by HT. Set up Pastoral Support Plan/report card, if necessary. Restorative conversation with adult. Record incident and actions on CPOMs.</p>
Level 5	Possible Responses
<p>Serious physical harm to another child or adult (leaving a mark) Incidents of sexual harassment Extensive damage to school property Persistently abusive language Being unsafe and causing others to be unsafe e.g., bringing a knife (any bladed article) or weapon into school, sharing inappropriate image Continuous use of racial/homophobic language Entering school grounds when out of bounds</p>	<p>Suspension (internally or external) agreed by Headteacher Phone call home Suspension letter sent home Possible permanent exclusion Restorative conversation with adult. Record incident and actions on CPOMs.</p>
<p>Levels may be jumped, depending upon behaviours exhibited. Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher</p>	

Appendix 3:

Playground Behaviour Chart	
Level 1	Possible Responses
Unruly behaviour lining up for lunch or in playground. Inappropriate item taken out to play Entering school from the playground without permission Thoughtless unkind language Refusing to follow an instruction	Rule reminders/remind children of behaviours you want to see and/or 2 minutes time out within classroom Praise for those children who are making the right choices Non-verbal cues Use of timers
Level 2	Possible Responses
Repeated offence of the behaviours above Inappropriate items taken out to play that have been disallowed Unkind language (aimed at others) Pushing/shoving other children Play Fighting	Continue to use positive reminders Child moved to reflection space for 5 minutes Restorative conversation with adult. If a persistent offender, record incident and actions on CPOMs.
Level 3	Possible Responses
Repeated offence of the behaviours above Threatening language Climbing fences Rudeness to adults Persistently Play Fighting Spitting (not at someone) Damaging equipment through carelessness	Children receive time out in another class Child to miss 10mins play or lunch to make up for lost learning time in the classroom with class teacher/TA Teacher to make phone call home or speak with parent/carer at the end of the day, if behaviour continues Continue to use positive reminders. Restorative conversation with adult. Set up Pastoral Support Plan/report card, if necessary. Restorative conversation with adult. Record incident and actions on CPOMs.
Level 4	Possible Responses
Causing physical harm to adults and/or other children Stealing Fighting/being overly physical towards others Repeated mistreatment of equipment Homophobic incident Racist language/incident (with intent) Highly disruptive behaviour Offensive/abusive language e.g. swearing, threatening Spitting purposely at someone Damaging equipment (with intent)	If an emergency, contact a member of SLT. immediately by sending an emergency card with a TA or child. Removal from classroom – if required. Phone call home by Senior Leader. Possible Internal exclusion in a paired class or with member of SLT (length of time to be determined by a member of SLT and agreed by the Headteacher). Work set for the exclusion is the class teachers' responsibility to organise and should be work that the child can complete independently. Staff administering the exclusion should have minimal interaction with the child. Child will return to class after an internal exclusion. Possible suspension (fixed term exclusion) determined by HT. Set up Pastoral Support Plan/report card, if necessary. Restorative conversation with adult. Record incident and actions on CPOMs.
Level 5	Possible Responses
Serious physical harm to another child or adult (leaving a mark) Incident of sexual harassment Extensive damage to school property Persistently abusive language Being unsafe and causing others to be unsafe e.g., trying to climb fence/leave school premises Continuous use of racial/homophobic language	Suspension (internally or external) agreed by Headteacher Phone call home Suspension letter sent home Possible permanent exclusion Restorative conversation with adult. Record incident and actions on CPOMs.
<p>Levels may be jumped, depending upon behaviours exhibited.</p> <p>Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher.</p>	

Appendix 4: Class Behaviour Cards

Green indicates the expected behaviour from everyone: *"I am listening, following instructions, and completing my work."*

At this level, you are demonstrating our school values. You may receive verbal praise, stickers, house points, or merits, and could also be awarded special responsibilities, privileges, or reward time at the end of the week.

"I am listening, following instructions, and completing my work."

Blue indicates: *"I need some support."*

This may be because you are finding it difficult to focus, or because something is unsettling you.

Action: We will support you to get back on track through: encouragement from an adult; verbal reminders of expected behaviour; check-ins with a trusted adult; offering a short break within the classroom.

"I need some support."

Orange indicates: *"I am not listening to the adults who are trying to support me."*

Your behaviour is disrupting your own learning or the learning of others.

Action: You will be given some time out of the classroom to either complete your work or reflect on your behaviour (as decided by the adult issuing the card). You may also lose some of your free time, including Golden Time.

"I am not listening to the adults who are trying to support me."

Red indicates: *"My behaviour is unacceptable."*

At this level, you have already been given support in class or time out in another classroom, but your behaviour has not improved.

Action: You will be sent to a member of SLT. You may also lose privileges, including break or lunch time. A phone call home will be made, and a pastoral support plan or report card may be put in place to help you improve.

"My behaviour is unacceptable."

Appendix 5: Classroom Reflection Zones

To support children in understanding and managing their emotions, and to enable them to make positive behaviour choices, we use **Classroom Reflection Zones** as a whole-school approach to emotional regulation. This approach helps children to recognise and articulate how they are feeling and provides strategies to support them in regulating their emotions.

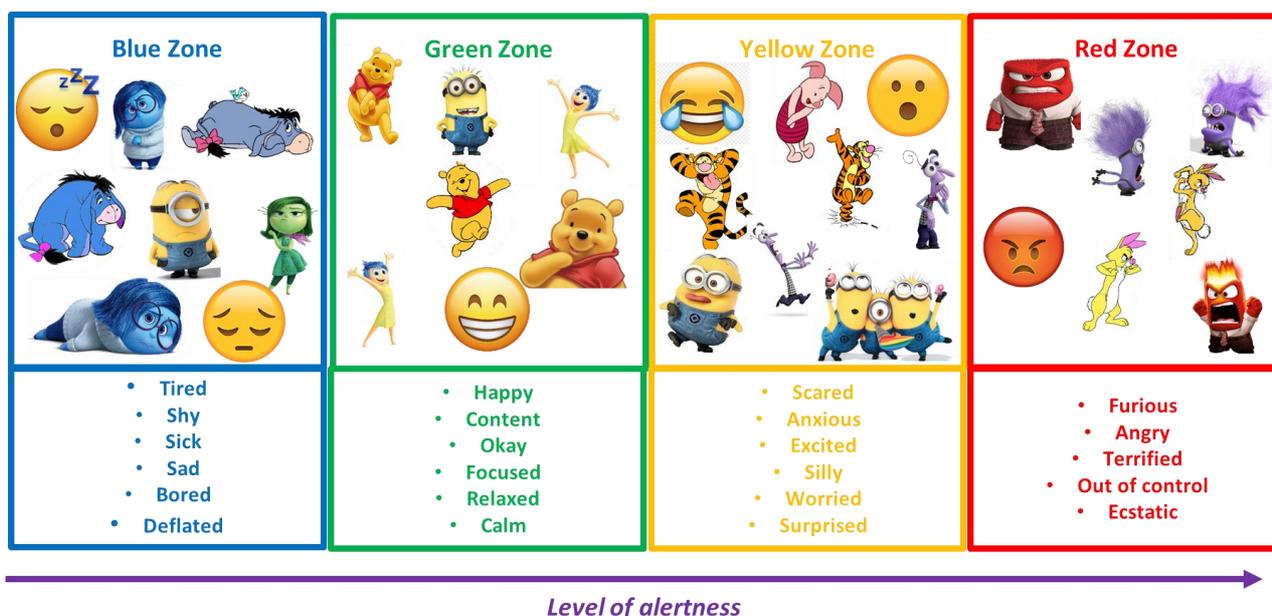
The Reflection Zones are divided into **four colours**, which describe how a child's brain and body may feel at different times:

- **Blue Zone** – ‘*Running Slow*’: when a child may feel tired, sad, unwell or bored
- **Green Zone** – ‘*Good to Go*’: calm, focused and ready to learn
- **Yellow Zone** – ‘*Caution*’: heightened emotions where a child may need to slow down and refocus
- **Red Zone** – ‘*Stop*’: intense emotional responses that make it difficult to make safe or positive choices

Children are taught about the Reflection Zones through **assemblies, class briefings, RSHE lessons and targeted interventions**. All staff consistently model the language linked to this approach, and clear visual prompts are displayed throughout the school to reinforce shared understanding.

Children are taught that **it is natural and part of life to experience all zones** and that they may move between zones, or even experience more than one at the same time. Through discussion and reflection, children develop a **personal toolkit of strategies** to help them regulate their emotions and return to the Green Zone, where they are best able to learn.

If a child is finding it difficult to manage their emotions, an adult will support them by reminding them of the strategies available and guiding them to use appropriate tools to help them self-regulate.



Appendix 6: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 7: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____