



September 2026

# Behaviour Policy

Approved By: Full Governing Body

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St Mary's CofE Primary School - Confidently Me    Belonging Together    Challenged to Contribute



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## 1. Mission Statement & Aims

At St. Mary's we believe everyone has the right to learn, the right to respect and the right to feel safe. These values are underpinned by the teaching of British and Christian values and attitudes through the school curriculum and are summed up by '*Confidently Me, Belonging together, Challenged to Contribute*'.

Our school is committed to ensuring that the school environment provides all pupils and staff with access to learning and wellbeing through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop an ordered, trusting, supportive and caring school that bases its practice upon a shared understanding of others. Promoting of these commitments is through setting consistent, predictable and high expectations of behaviour throughout the school. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and is treated with respect.

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

### **This policy aims to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline the expectations and consequences of behaviour

## 2. Legislation and Statutory Requirements

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

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

In addition, this policy is based on:

- [Education Act](#)
- [Education and Inspections Act](#)

### 3. Definitions

**Behaviour needing support** is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Poor learning behaviours

**Serious behaviour needing support** is defined as:

- Repeated breaches of the school rules
- Any form of bullying or child-on-child abuse
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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)

### **Preventative and De-escalation Measures**

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, equality and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and pupils;

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- Acknowledge and celebrate the talents, gifts and differences between individuals
- Are always asked to do the best they can. Staff members will model and facilitate this behaviour.
- Praise and reward appropriate behaviour
- Use behaviour management strategies, such as addressing inappropriate behaviour discretely, listening to the pupil's voice, distraction etc.
- Use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships

## 4. Bullying

Instances of poor behaviour can sometimes be classed as 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**. *Not all instances of the same behaviour would be classed as bullying.* It should not be confused with 'relation conflict' whereby two or more children get into conflict but the dispute is equally provoked and each side has been hurtful to the other. These instances are always taken seriously and are dealt with in line with our behaviour policy. Bullying is usually persistent.

Bullying is, therefore:

- Deliberately hurtful
- Often but not always repeated over a period of time
- Difficult to defend against

Bullying can be;

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

## 5. Roles and Responsibilities

### 5.1 The Governing Board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1)

The governing body will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

### 5.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

**Staff are responsible for:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Listening to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- Recording behaviour incidents on CPOMS
- Reporting concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

#### **5.4 Parents and Carers**

Parents and carers are 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

#### **5.5. Pupils**

As a school, we use a set of values to guide us as we work together.

The School Council has been involved in writing the Pupil Code of Conduct. (Appendix 2)

### **6. Rewards and Sanctions**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

#### **6.1 Responding to Good Behaviour**

Positive behaviour may be rewarded with:

- Verbal Praise
- Stickers
- Class Dojos
- Sending pupils to a member of SLT to be praised
- Star of the week awarded for good learning behaviours, upholding the Christian and British values, good behaviour and effort.
- Class reward time earned by the accumulation of Class Dojos
- Reading Raffle tickets

#### **6.2 Responding to Behaviour Needing Support**

In all disciplinary actions, it is essential for pupils and adults to understand that it is the behaviour that is unacceptable, and not the child as a person. It is also important to recognise that behaviour is often used to communicate emotions.

See Appendix 3 for Responses to Behaviour, which includes sanctions

### **7. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence (intentional sexual touching without consent) are met with a suitable response, and never ignored. This would include sexist comments i.e. those which discriminate based on sex, particularly against women and sexist behaviour i.e. behaviours or attitudes that create stereotypes of social roles based on sex. All sexualised behaviours require some form of attention and response. It is the level of intervention that will vary. The Traffic Light Tool for Sexual Behaviours is used for guidance. Amber and red behaviours as defined by these documents will result in parents being contacted and /or outside agencies after discussion with the DSL team.

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

Sanctions for sexual harassment and violence are included in Appendix 3 Responses to Behaviour.

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 CSPA (Central Single Point of Access)
  - Report to the police

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

## **8. Off-Site Behaviour**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit. 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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

## **9. 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 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 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, 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.

## 10. Behaviour Management

### 10.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and any of 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
  - Contribute to individual's Behaviour Support Plans

### 10.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

**See DfE Use of reasonable force in schools**

## 11. Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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

## 12. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCO) will 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 to create the plan and review it on a regular basis.

### **13. 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.

### **14. Pupil 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.

Pupils transferring to St. Mary's at the beginning of EYFS and Year 3 attend a transition morning. Relevant staff will also visit schools and liaise with the appropriate staff in order to ensure a smooth transition for pupils.

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

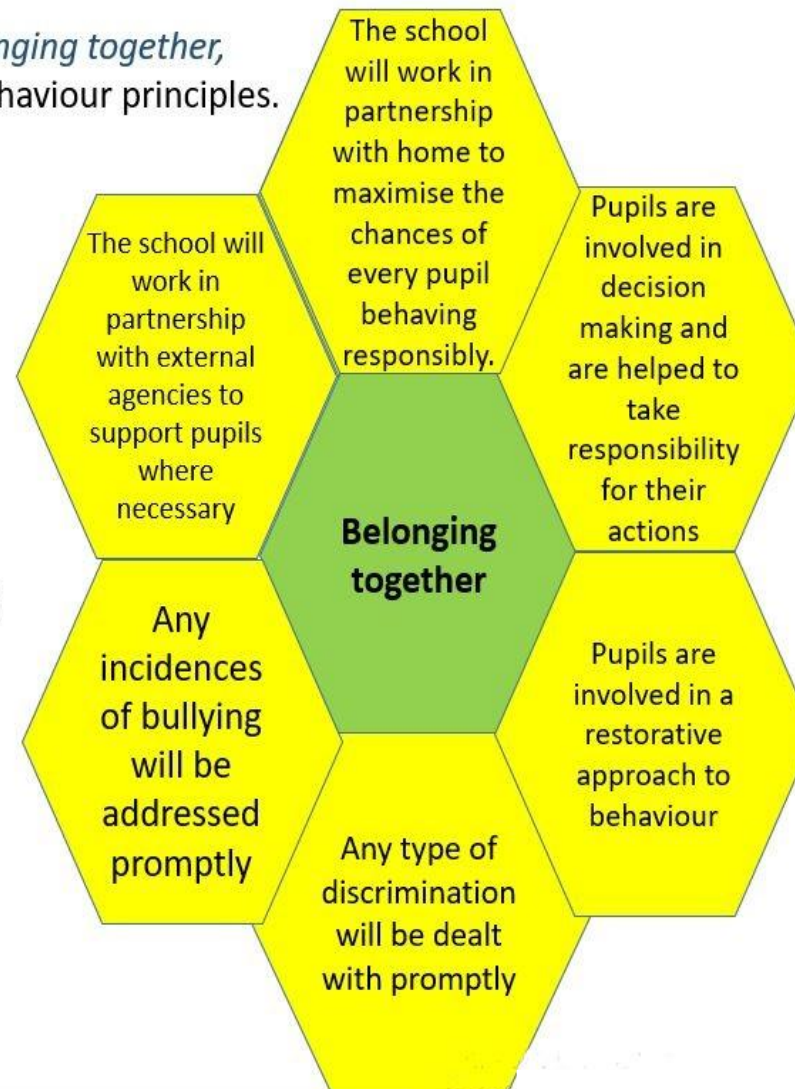
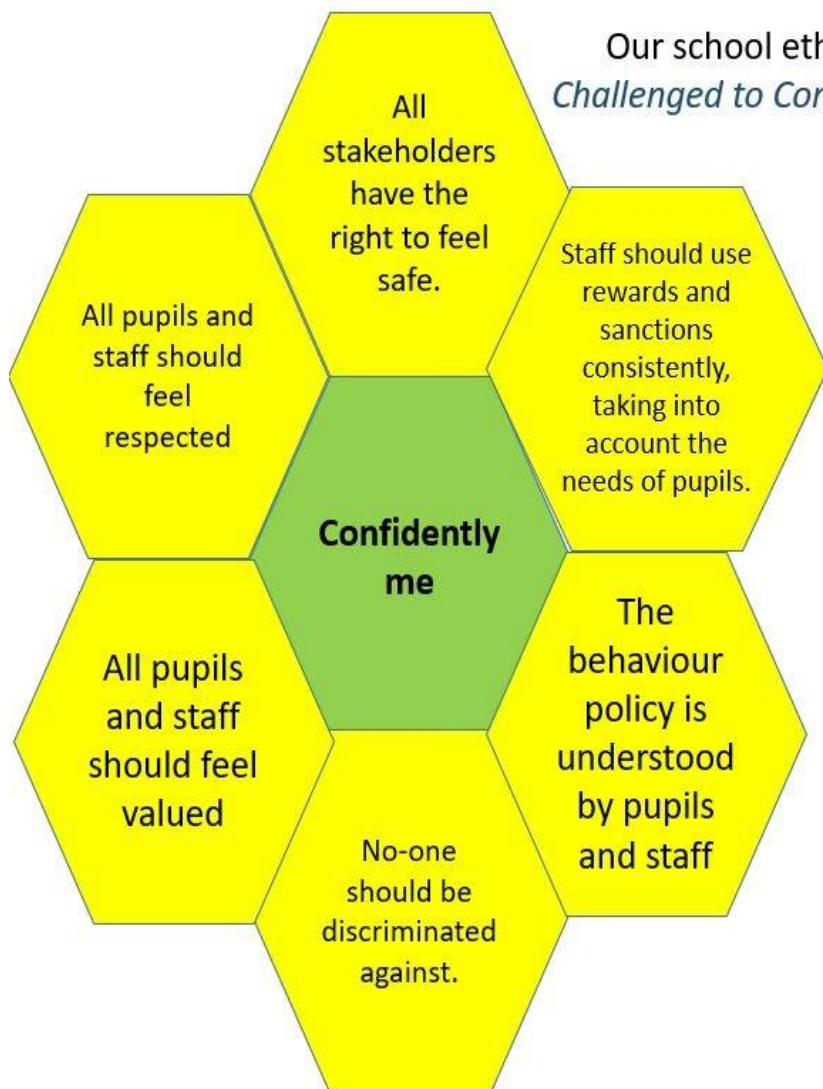
### **15. Training**

Our staff are provided with training on managing behaviour, as part of their induction process and CPD. Some staff will also receive additional training depending on their role within school.

Staff CPD is reported termly to the governing body as part of the Executive Head's Report.

**St Mary's C of E Primary School Oxted - Statement of  
Behaviour Principles 2022**

Our school ethos, *'Confidently Me, Belonging together, Challenged to Contribute'* underpins our behaviour principles.





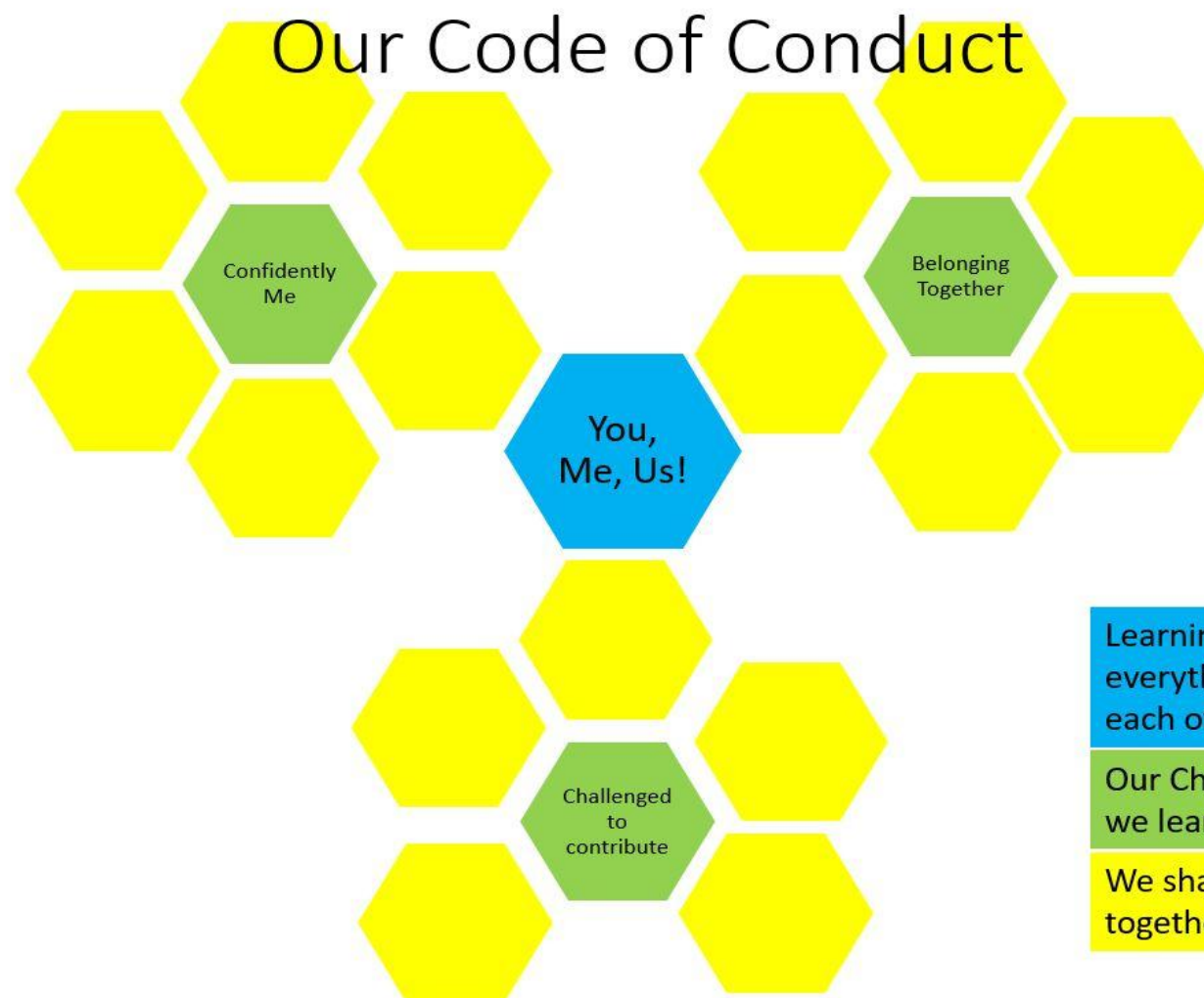
**The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

Exclusions will only be used as a last resort.

The exclusions policy outlines the processes involved in permanent and fixed-term exclusions



## Appendix 2 - Pupil Code of Conduct



We believe that  
God is love and all  
people are loved by  
God.

Learning and the learner are at the heart of everything we do and how we interact with each other

Our Christian values support and guide us as we learn together

We share a vision about the WAY we live together well in our community.

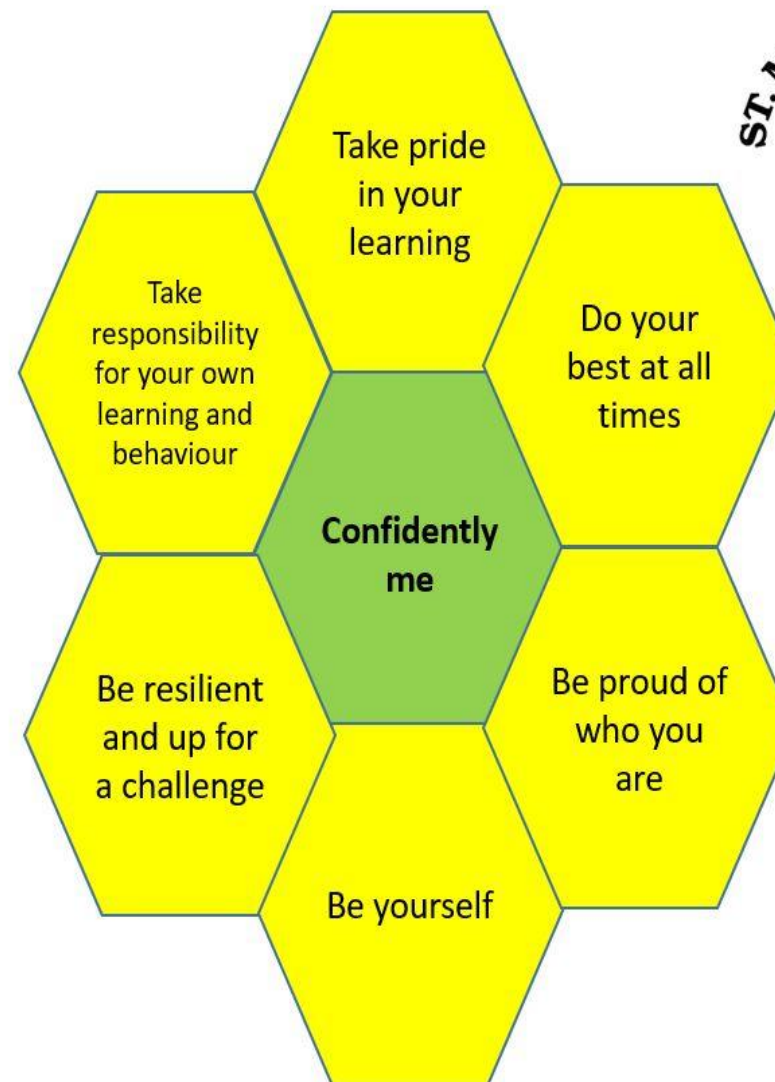
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# Our Code of Conduct

## Psalm 139

Thank you for making  
me so wonderfully  
complex!

Your workmanship  
is marvellous—how  
well I know it.



We belong together  
because we belong  
to God.

## 1 John 1.7

... if we walk in the  
light, as He is in the  
light, we have  
fellowship with one  
another

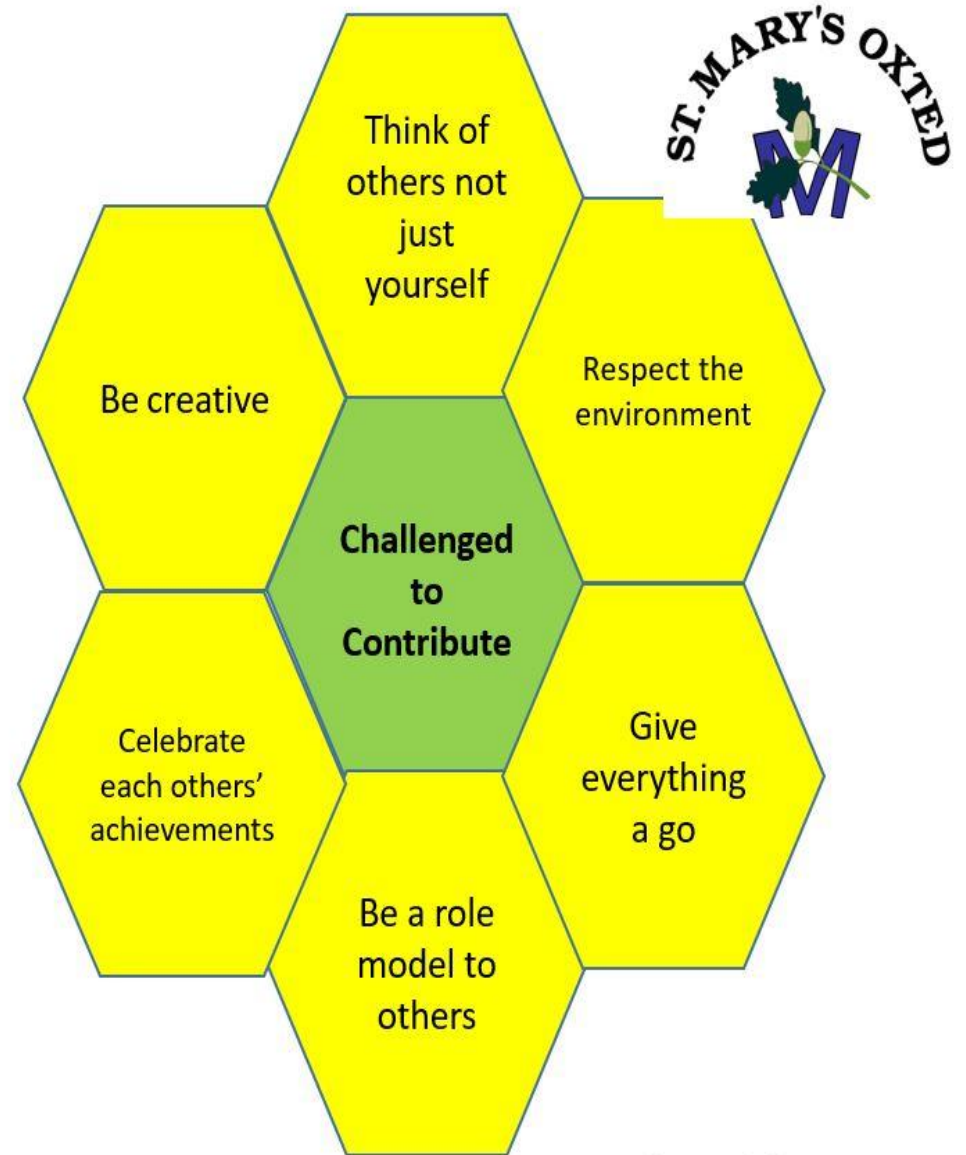


## John 13:34

“A new command I give you: Love one another. As I have loved you, so you must love one another.”

## 1 Peter 4:10

‘Each of you should use whatever gift you have received to serve others’





### **Appendix 3: Responses to Behaviour**

Please note that these will depend on the age of the pupil, the pupil's individual needs as well as the context. Brooke's Traffic Light Tool Behaviours: age 5 to 9 & Behaviours: age 9 to 13 are used as a guide to decide whether sexual behaviours are low level, medium level etc.

Any behaviour involving sexist comments or sexual behaviour/violence e.g. showing body parts should always be recorded on CPOMS so a member of the DSL team can advise on level of response.

IF YOU ARE IN ANY DOUBT, please discuss it with a member of the DSL team.

#### **1. Low level inappropriate behaviours inside the classroom and outside on the playground**

(Most the behaviours, which occur, fall in this category)

Examples; calling out, interrupting when the others are talking, ignoring instructions such as stopping when the whistle blows, making inappropriate noises, rough and tumble, name calling, excluding others when playing, friendship issues (non-repetitive).

##### **Response**

- The person who witnessed this behaviour or is approached by a pupil should address the behaviour straight away.
- They should name the behaviour, explain why it is not acceptable and it follow up with the pupil(s) straight away.

##### **Possible sanctions**

- Remind the pupil of our school's expectations
- Talk quietly to the pupil giving them an individual reminder
- Support the pupil to find something else to do
- Model appropriate games to support the pupil
- Sending the pupil out of the class to a pre-arranged place or 'buddy' class for a given time

#### **2. Medium level inappropriate behaviours inside the classroom and outside on the playground\***

Examples; General refusal to follow requests, disruptive behaviour, deliberately creating a disturbance, repeating a behaviour they have already been spoken to about, repeated rough and tumble after reminders, repeated name calling or pupil(s) repeatedly being excluded from groups playing etc.

##### **Possible sanctions**

As above. Depending on the nature of any sexual behaviour/violence. Adults may remind the pupil(s) of the PANTS rule. Class teachers should be informed if the behaviour occurs out on the playground. The incident should be recorded on either CPOMS (including alerting the class teacher). The class teacher will talk to the pupil and may choose to inform parents/carers.

Additional sanctions may include; supervised partial loss of break time or privileges, time inside if the incident occurred outside, referral to a senior member of staff.

#### **3. Higher level inappropriate behaviours inside the classroom and outside on the playground\***



Examples; Serious challenge to authority, fighting, causing significant, intentional physical harm to others, persistent, intentional disruptive behaviour, repeated refusal to do tasks, offensive name calling including racist & homophobic language, repeatedly leaving the class without permission etc.

### **Possible sanctions**

In some circumstances, some of the sanctions above will be used. A member of the SLT should be informed of these behaviours and parents/carers contacted. This may result in things such as a personal Behaviour Plan being put in to place. Homophobic and racist language will be reported in line with Surrey's guidelines.

### **4. Serious inappropriate behaviours inside the classroom and outside on the playground\***

Examples; Bullying – physical and emotional, deliberately throwing objects with the intention of harming someone, repeated challenge to authority, Extreme danger of violence, Leaving school boundaries, Bringing banned substances or items into school, deliberately inventing malicious allegations against a staff member

### **Sanctions**

The Executive Head, Deputy or Assistant Heads should be informed of these behaviours and parents/carers contacted. Actions may include the involvement of outside agencies, a personal risk assessment being put in to place, a fixed term exclusion, a permanent exclusion etc. Fixed term exclusion and permanent exclusions follow Surrey's procedures.

- Online behaviours are included in our Behaviour Policy and Online Safety Policy. They will usually be regarded as Higher Level and above behaviour but will be judged individually.