



Byers Green Primary School

Policy on Behaviour

Reviewed by: Miss G. Dodds

Date: June 2026

Aims and objectives

It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Good behaviour is an essential condition for effective teaching and learning to take place. At Byers Green Primary School, we believe that good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well-planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behavior means that everyone in school is:

- Respectful
- Tolerant
- Polite and friendly
- Helpful and supportive
- Kind and considerate

Our School rules are displayed in every classroom and around school. They are:

- ***Be Safe***
- ***Show Respect***
- ***Work Hard***

We feel these rules encompass everything we wish our learners to be. We have used Pupil Voice to explore the way the rules operate and we aim for every child to be able to explain the meaning of the rules.

We expect every member of our school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

We reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Promoting Good Behaviour

We believe the best results in promoting good behavior arise from rewarding successes and giving praise for effort, manners and achievement. The class teachers discuss the school rules with each class and they are displayed clearly in the classrooms. Because of this, every child knows the standard of behaviour that we expect in our school.

Our school rewards children for good behaviour in a variety of ways:

- Praise
- House Points
- House rewards such as extra break times, parties and breakfast cafes!
- Star of the week Gold award given out in our weekly praise assembly.
- Byers Green latest craze eg Lucky Ducks
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Children are also encouraged to share their achievements out of school by bringing certificates, medals and trophies to Praise Assembly

Procedures for dealing with inappropriate behavior

Staff may use a range of strategies when rules are not being followed. Planned ignoring, positive reinforcement of the correct behaviours and non-verbal signals are always used in the first instance.

Our main aim is to promote a positive and encouraging learning environment but the following consequences are used with a hierarchical approach in order to keep our school a happy and safe place to learn.

- First warning
- Second warning
- Reflections – this is at break time with a member of the SLT. Children are encouraged to discuss the rule which was broken and discuss ways to improve.
- Behaviour monitoring plan
- Internal Behavioural Support - where the child is temporarily taught separately from their class to provide a break and time to consider a more positive approach.

Children can receive warnings or sanctions for:

- Not following instructions
- Talking at an inappropriate time
- Not being on task
- Not completing tasks
- Being disrespectful or silly
- Having a negative attitude
- Distracting others
- Not being focused
- Dangerous behavior
- Aggressive behavior
- Violence
- Bullying
- Damaging property

Where conflict between peers has occurred, all staff are trained in Restorative Approaches. A restorative conversation, using six key questions, is used to help the victim and perpetrator to meet with a resolution.

The questions are:

What happened?

What were you thinking?

What were you feeling?

Who has been affected? And how?

What needs to happen now?

What do you need to do now?

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, in the swimming pool or on the bus on the way to or from school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Bullying

Our definition of bullying is 'Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally.'

Children learn that there are different forms of bullying. This is taught explicitly through PSHCE, computing and assemblies.

Children are taught that any form of bullying is unacceptable and not tolerated. Any such behavior will be dealt with appropriately by the staff. Children must be aware that it is the responsibility of

everyone to report acts of bullying **as soon as** they arise. If children are hesitant to approach staff, they have access to worry boxes in class and cards to say they need to talk privately in order to support the reporting of bullying.

Appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches. For further information, please refer to the Anti-bullying policy.

Physical Restraint

There may be circumstances where de-escalation strategies and preventative strategies have failed and some form of physical restraint is unavoidable. It is important to remember that this would be a last resort and that any restraint would be in line with Durham County Council's guidelines. All staff have read Restrictive interventions, including use of reasonable force in school (April 2026) and are aware of the school stance on proactively minimizing the need to use restrictive interventions.

The role of the class teacher and other adults

It is the responsibility of class teachers to ensure that our school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time and throughout the school day.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and uses the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child. They may also get in touch regarding positive behavior to celebrate successes.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehavior on CPOMS.

The Headteacher has the responsibility for giving suspensions (fixed period exclusions) to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain our school rules on our website, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with our school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable consequences to a child who has misbehaved, we expect parents to support our actions. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or Headteacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on

standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement school policy on behaviour, but governors may give advice to the Headteacher about particular behaviour-related issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Suspensions and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to the DfE document: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' (September 2022) in any decision to exclude a child from school.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body and informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Pupil support

Our 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 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.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behavior issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behavior. Behaviour management will also form part of continuing professional development.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to her on account of more serious misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: teachers and lunchtime supervisors pass on details of any incidents directly to the Headteacher.

The Headteacher keeps a record of any child who is suspended, or who is permanently excluded.

It is the responsibility of our governing body to monitor the rate of exclusions, and to ensure that our school policy is administered fairly and consistently. Our governing body will pay particular attention to the Equality Act 2010 and will seek to ensure that no child is treated unfairly in relation to any of the protected characteristics.

Our governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if recommendations are received on how our policy might be improved.