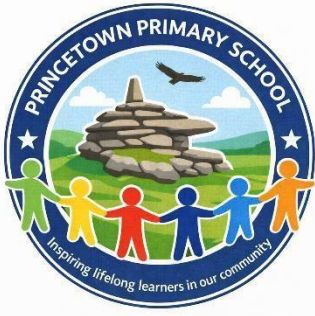




Princetown Primary School

TITLE: Behaviour Policy

DOCUMENT MANAGEMENT

This document constitutes version 3 of the **Behaviour Policy** and was **adopted** in September 2026. The document is subject to **review in July 2029**.

Princetown Community Primary School

Our Key Expectations

At Princetown Community Primary School, we have three simple expectations that underpin everything we do: follow instructions with thought and care, always show good manners, and care for everyone and everything. These expectations help us to be kind, safe and ready to learn, creating a positive, respectful and inclusive environment where every member of our school community can flourish.

Our approach

At Princetown Community Primary School, relationships are at the heart of everything we do. We want every child to feel safe, valued, cared for and that they truly belong to our school community.

We recognise that behaviour is a form of communication and that children need adults to teach, model and support positive behaviour, just as they support children with academic learning. Our approach combines warmth, nurture and understanding with clear, consistent boundaries.

When children make mistakes, we help them to understand what has happened, recognise the impact of their actions, repair relationships where appropriate and make positive choices moving forward. Consequences may sometimes be necessary, particularly where behaviour affects the safety, wellbeing or learning of others, but these are applied calmly, fairly and with the aim of helping children learn and

succeed.

We recognise that every child is different. Responses to behaviour will take account of individual needs, including SEND, disability, additional vulnerabilities and children's experiences, while maintaining our commitment to a safe and respectful environment for everyone.

Aims of the Policy

- To create a calm, happy, nurturing and purposeful environment in which every child feels that they belong.
- To build positive relationships based on kindness, trust and mutual respect.
- To teach children the skills they need to understand and manage their behaviour with increasing independence.
- To provide clear and consistent expectations and boundaries that help everyone feel safe and ready to learn.
- To recognise, encourage and celebrate positive behaviour, effort, kindness and personal growth.
- To respond to behaviour with curiosity and compassion while maintaining appropriate accountability.
- To work in partnership with parents and carers to support children's wellbeing, development and behaviour.
- To ensure that responses are inclusive and take account of SEND, disability and individual circumstances.

Our Key Principles

- Strong, positive relationships are the foundation of good behaviour.
- All children deserve to be treated with dignity, kindness and respect.
- Behaviour is communication. Adults will seek to understand what may be contributing to a child's behaviour while addressing its impact.
- Positive behaviour is taught, modelled, practised and reinforced.
- Our shared expectations provide clear and consistent boundaries that help everyone feel safe and able to learn.
- Children have the right to learn and adults have the right to teach and support learning in a safe environment.
- Children are supported to reflect, repair and reconnect following difficulties.
- Intervention should be early, calm, proportionate and non-judgmental.
- Fairness does not always mean that every child receives exactly the same response; reasonable adjustments will be made where appropriate.

Teaching, Modelling and Reinforcing Expectations

At Princetown Community Primary School, behaviour expectations are explicitly taught, modelled and regularly revisited. Expectations are introduced at the beginning of each academic year, revisited after holidays and key transition points, displayed throughout school and reinforced through assemblies, PSHE, restorative conversations and daily routines. Staff consistently model and reinforce the school's three expectations during lessons, playtimes, lunchtimes and movement around school.

Children's Responsibilities

- To be kind and respectful to others.
- To help keep themselves and others safe.
- To be ready to learn and allow others to learn.
- To listen to and follow reasonable instructions from adults.
- To care for the school environment and other people's belongings.
- To be honest about mistakes and, with support where needed, help to put things right.

Staff Responsibilities

- To build warm, respectful and trusting relationships with children.
- To create a physically and emotionally safe environment.
- To model calm, respectful behaviour and speak to children with dignity.
- To explicitly teach and reinforce the school's expectations.
- To notice and recognise positive behaviour, effort and kindness.
- To respond consistently while considering individual needs and reasonable adjustments.
- To use de-escalation, co-regulation and restorative approaches wherever appropriate.
- To work constructively with parents, carers and colleagues.
- To identify patterns, triggers or unmet needs that may contribute to behaviour.
- To remain alert to safeguarding concerns, including child-on-child abuse, and report concerns appropriately.

Senior Leaders and Governors

Senior leaders are responsible for ensuring consistent implementation of this policy, supporting staff, monitoring behaviour trends, providing training and reviewing the effectiveness of the policy. Governors monitor behaviour through reports from leaders and ensure statutory responsibilities are met.

Recognition and Encouragement

All staff receive induction on the school's behaviour approach, safeguarding responsibilities, restorative practice, de-escalation strategies and behaviour recording procedures. Ongoing professional development ensures consistent implementation across the school.

We believe that children thrive when their effort, kindness, progress and positive contribution are noticed. Recognition should be genuine and meaningful and may be given privately or publicly depending on the child and the situation.

Children may receive verbal praise, stickers, certificates, house points through Class Dojo, recognition from another member of staff or the Headteacher, badges and celebration awards. Our aim is to help children develop an internal sense of pride as well as enjoying shared recognition.

Every day offers a fresh opportunity. Previous difficulties do not define a child, although repeated or significant concerns will be monitored so that appropriate support can be put in place.

Responding when expectations are not met

When a child is finding it difficult to meet our expectations, adults will respond calmly and consistently. Wherever possible, the first response will be to reconnect with the child, remind them of the expectation and support them to make a positive change.

The following stepped approach provides a consistent framework. Staff may adapt the response according to the child's age, individual needs, the context and the seriousness of the behaviour. Serious incidents may require an immediate response at a later stage.

Step 1 – Reminder and support

A calm reminder of the expectation is given. The adult may use a brief conversation, visual cue, change of position or other appropriate support to help the child successfully return to learning.

Step 2 – Clear choice and opportunity to reset

If the behaviour continues, the adult will clearly explain what needs to change and give the child an opportunity to reset. Where helpful, the child may have a short regulation break or supportive change of space.

Step 3 – Reflection and consequence

If difficulties continue, a proportionate consequence may be used. This may include a short period of missed social time, completing interrupted learning or spending supported time in another appropriate space. The purpose is to help the child regulate, reflect and return successfully.

Step 4 – Additional adult support

Where behaviour continues or has a significant impact on others, a senior member of staff may become involved. Parents or carers may be informed. The child will be supported to understand what happened and what needs to happen next.

Step 5 – Individual support and planning

For repeated or significant concerns, school will work with the child and their family to identify patterns, triggers and appropriate support. This may include an individual behaviour or regulation plan, reasonable adjustments, additional pastoral support or advice from external professionals.

Consequences will never be used to shame or humiliate a child. Where a child spends time away from their class, this will be for a clear purpose and with appropriate supervision and support. Reintegration into the class and restoration of relationships are an important part of the process.

Serious or Persistent Behaviour

Some behaviours require an immediate and robust response because they present a risk to safety or cause significant harm. These may include serious physical aggression, discriminatory abuse, persistent bullying, significant verbal aggression, deliberate serious damage to property or dangerous behaviour.

Incidents will be investigated fairly, recorded appropriately and responded to proportionately. The safety and wellbeing of any child or adult who has been harmed will be prioritised. The child whose behaviour has caused harm will also be supported to understand the impact of their actions, take appropriate responsibility and make repair where possible.

Where concerns persist, staff will work with parents or carers and relevant professionals to understand the child's needs and agree a supportive plan. Suspension or permanent exclusion may be considered in line with statutory guidance and the school's duties, but only where appropriate.

Recording, Monitoring and Review

Behaviour incidents are recorded using the school's agreed recording systems. Senior leaders regularly analyse incidents to identify patterns relating to pupils, groups, locations, times of day and behaviour types. This information informs support, staff training and policy review.

SEND and Individual Needs

We recognise that behaviour may be influenced by communication needs, sensory differences, emotional regulation, trauma, disability or special educational needs. Staff will seek to understand the underlying need and make reasonable adjustments where appropriate.

Having an additional need does not mean that harmful behaviour is ignored. Instead, adults consider how best to maintain safety, support the child, teach alternative skills and respond fairly and proportionately.

Safeguarding

Behaviour and safeguarding are closely linked. Concerns relating to child-on-child abuse, sexual harassment, sexual violence, bullying, discriminatory behaviour, online abuse or other harmful behaviours will be managed in accordance with the school's safeguarding procedures and recorded appropriately.

Bullying

Bullying is behaviour that is repeated over time and intentionally hurts another person or group, whether physically or emotionally. It may include name-calling, intimidation, threatening behaviour, exclusion, discriminatory behaviour, online behaviour or physical aggression.

All reports of bullying will be taken seriously and investigated. Children who experience bullying will be listened to, supported and kept informed about how school is responding, within appropriate confidentiality boundaries.

Children who display bullying behaviour will be helped to understand the impact of their actions and will receive clear boundaries and appropriate consequences. School will work with parents and carers where concerns are repeated or serious. Persistent bullying may result in further sanctions, including suspension or, in exceptional circumstances, permanent exclusion.

Positive Handling

In situations where a child is at immediate risk of harming themselves or others, trained staff may use reasonable force or positive handling in accordance with current guidance and school procedures. This is a last resort.

De-escalation and prevention are always prioritised wherever possible. Any use of positive handling will be recorded and parents or carers informed in accordance with school procedures.

Consistent Routines

- Welcoming pupils positively at the start of the day.
- Calm and orderly entry to classrooms.
- Consistent expectations for lining up and moving around the school.
- Clear routines for transitions between lessons and activities.
- Positive supervision during playtimes and lunchtimes.
- Prompt and purposeful starts to lessons.
- Using consistent language when reminding children of expectations.
- Recognising and celebrating positive behaviour throughout the day.
- Resetting expectations after weekends, school holidays and significant changes to routine.

Working in Partnership

We believe that behaviour is best supported when school and families work together. Parents and carers will be treated as partners, and communication will aim to be respectful, constructive and focused on helping the child succeed.

This policy should be read alongside the school's safeguarding, anti-bullying, SEND and exclusion/suspension policies and current statutory guidance.

Related Statutory Guidance and School Policies

This policy should be read alongside: Keeping Children Safe in Education; Behaviour in Schools; Suspension and Permanent Exclusion Guidance; SEND Code of Practice; Equality Act 2010; and the school's Safeguarding, SEND, Anti-Bullying, Positive Handling, Attendance and Suspension/Exclusion policies.