



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST



Behaviour and Relationship Policy



St. Peter's Cross Keys Primary C of E Academy



Our Vision

'Rooted in love we flourish and grow'

'Jesus said that the kingdom of God is like a little mustard seed. This seed is very tiny at first but this is just the beginning of something. When this little seed is planted it grows into a huge tree, a tree so big that birds come and sit on its branches!'

Matthew 13: 31-33

Jesus teaches us that all good things must start with small beginnings.

At St. Peter's we believe that learning continues throughout life and that we should develop the skills that enable life-long learning to take place. We believe that all children should be inspired and enthused by the challenges we present to them, and feel secure and supported so that they can try new and difficult experiences. We believe that through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Central to this is the commitment that inclusion for all children is at the heart our vision with the belief that removing barriers to participation and learning allows everyone to benefit fully from educational opportunities.

Our Mission

As a school, we have a strong focus on supporting children to develop an understanding of themselves, and crucially, an understanding of how they operate and develop as learners. All staff have a key role to play in nurturing self-esteem in order to support children in developing:

- A clear sense of belonging.
- To be ambitious for the future.
- All our children develop and become Critical Thinkers, Problems Solvers, Team Players and Resilient Learners.
- To be a champion for change in our local community and to be a positive influence in the community and for themselves.
- All children are encouraged in their personal, moral and spiritual development within a Christian framework

Our Core Values

Community

Peace

Hope

Wisdom

Dignity

Joy

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	3
3. Roles and responsibilities.....	4
4. School behaviour expectations.....	6
5. Responding to behaviour.....	6
6. Serious unacceptable behaviour.....	10
7. Pupils with SEND	11
8. Supporting pupils.....	12
9. Pupil transition.....	12
10. Training.....	12
11. Monitoring arrangements.....	12
12. Links with other policies	13

1. Aims

- To create a culture that promotes a strong sense of belonging to an inclusive school community.
- To develop a positive, stimulating and caring environment where each individual is valued and respected.
- To ensure all pupils are valued regardless of any protected characteristics
- To promote in all pupils a strong sense of accountability and an ability to take responsibility for their actions.
- To develop a whole school community commitment to meaningful and positive behaviour and relationships.
- To understand the impact our actions have in our school and local community.

Children are supported and encouraged to focus on developing a positive and responsible relationships throughout our community by following our school values:

Dignity

Joy

Peace

Wisdom

Community

Hope

BEHAVIOUR IS:

- Any action that can be seen or heard
- Is observable
- Is measurable

BEHAVIOUR IS NOT:

- Your reaction to the situation
- Your interpretation of the situation
- Your expansion of the situation

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 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Behaviour in Schools \(2025\)](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying Policy Details of our approach to preventing and addressing bullying are set out in our anti-bullying strategy. [Anti- Bullying Policy | St Peter's Cross Keys C of E Academy \(stpetersfarndon.com\)](#)

Unacceptable behaviour is defined as:

- Disruption within the school day
- Non completion of class work
- to show unkindness to member of our school community
- any form of bullying
- sexualized behaviour/harassment (sexual comments, jokes, taunting, online)
- Vandalism
- Theft
- Fighting
- Behaviour which breaks or acts against any form of protected characteristic
- possession of prohibited items: Weapons, Alcohol, drugs, stolen items, vape, fireworks, pornographic images.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

3.2 The headteacher

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Support staff in dealing with unacceptable behavior.
- › 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 that the data from the behaviour log is reviewed regularly

3.3 Teachers and 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 and modeling behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (On CPOMS)

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

3.4 Parents and carers

Parents and carers agree to:

- › 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 Unacceptable (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

3.5 Pupils

Pupils will follow:

- › The expected standard of behaviour they should be displaying at school
- › The school's key values and routines
- › The support that is available to them to help them meet the behaviour standards

improvement and implementation of the behaviour policy.

4. School behaviour expectations

Pupils are expected to:

- 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
- Accept sanctions when given
- Refrain from unacceptable when outside school or online

5. Responding to behaviour

5.1 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 our Christian values
- Ensure a positive relationship with pupils, is kept at the heart of their practice which includes:
 - 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

5.2 Safeguarding

Please refer to our child protection and safeguarding policy for more information [Whole School Safeguarding Policy | St Peter's Cross Keys C of E Academy \(stpetersfarndon.com\)](https://stpetersfarndon.com/whole-school-safeguarding-policy).

5.3 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 behaviour will be rewarded with:

- Verbal praise
- Lead learner certificates
- Whole class rewards (these are to be decided by the class in September as a transition activity)
- Gold book

5.4 Systems for managing unacceptable behaviour

1. Reminder	Support to refocus attention
2. Warning	A reminder of expected behaviour and the principles of our school values
3. 2 minutes of reflection time will be given.	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequence if they continue.
4. Internal referral	If the behaviour continues, the learner will be referred to SLT and a restorative discussion should take place before the pupil returns to their class.
If the Unacceptable continues then the following steps will be actioned.	
5. Contacting parents	Parents/carers will be phoned by the class teacher to discuss strategies to move forward.
6. Formal meeting	A meeting with parents/carers, class teacher and SLT to review behaviour concerns.
7. Fixed Term Suspension	DFE guidelines are followed. This may be up to 5 days on one occasion.
8. Permanent Exclusion	In the most serious of circumstances

For those pupils whose behaviour falls outside and cannot be managed by the consequence system, a period of fixed term exclusion may be considered.

The decision to suspend or exclude will be made by the headteacher and in extreme circumstances.

5.4 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

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.

5.5 Confiscation, screening and searching

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

5.6 Off-site Unacceptable

The behaviour policy will be applied where a pupil has demonstrated unacceptable behaviour off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

The behaviour policy will also be applied where a pupil has shown unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if the unacceptable behaviour;

- 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).

5.7 Online unacceptable behaviour

The school will use the behaviour policy if a pupil shows unacceptable behaviour

when online this could include:

- 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

5.8 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.

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 and/or 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 [Whole School Safeguarding Policy | St Peter's Cross Keys C of E Academy \(stpetersfarndon.com\)](https://stpetersfarndon.com/whole-school-safeguarding-policy).

5.9 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 follow steps of the behaviour policy in accordance with the allegation at a case by case level.

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.

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

6. Serious Unacceptable Behaviour

6.1 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 SLT which is meaningful, but it may differ from the mainstream curriculum.

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

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

- › Long-term behaviour plans
- › Multi-agency assessment
- › Weekly parental meetings

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the accountability timetable.

6.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent unacceptable 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.

7. Pupils with SEND

7.1 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 Unacceptable behaviour arises, we will consider them in relation to a pupil's SEND need, although we recognise that not every incident of Unacceptable behaviour will be connected to their SEND.

When dealing with Unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties 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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Regular brain breaks for pupils with SEND
- Use of Nurture provision and safe spaces for pupils who experience sensory overload
- Training for staff in areas of special educational needs

7.2 Adapting sanctions for pupils with SEND

When applying the behaviour policy for a pupil with SEND, the school will take into account:

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

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

7.3 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.

7.4 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.

8. Supporting pupils

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.

- Reintegration meetings
- Regular contact with the Key Stage lead/Headteacher
- A behaviour plan with personalised behaviour goals

9. Pupil transition

9.1 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.

10. Training

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

- The proper use of restraint
- 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.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents logged on the online system CPOMS
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via surveys)
-

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

- At school level
- By year group

➤ From staff and parents

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.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board annually, 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 governing board.

12. Links with other policies

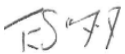
This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti- Bullying Policy
- Suspension and Exclusion policy
- Physical restraint policy

Policy reviewed: September 2025

Next renewal: September 2026

Signed: Chair of Governors:



Date: 09/2025

Headteacher:



Date: 09/2025