Behaviour and Discipline Policy

St Agnes C of E Primary School

Approved by:	Mrs Sue Gittins
Last reviewed on:	September 2026
Next review due by:	September 2027

Behaviour and Discipline Policy

Our Vision and Mission Statement

'Learning together in God's Love'

Our Christian Vision
St Agnes is an inclusive Christian family, we want our children to:

- Learn together with respect, patience and kindness
- **Treat each other as they would like to be treated (Matthew 7v12)**
- Flourish in education and friendships
- **Live life in all its fullness (John 10v10)**
- Be proud of themselves and others
- Ensure everyone is treated equally

Through the range of experiences we offer to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout our school life and underpin all our teaching.
St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for.
We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations' –

Be Safe
Be in the right place at the right time
Do your best
Handle your emotions
Use appropriate language
Cooperate
Respect everyone and everything

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the 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. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school expectations, but the primary aim of the behaviour policy is not a system to enforce rules - it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others. This policy works with our Kind Kids Policy.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. See attached information on Anti Bullying

1.7 School Council - Children are selected from each year group Reception to Year 6 to be on the School Council. These representatives are expected to set a good example to the rest of the school and to support the expected behaviour in and around school.

1.8 Trauma informed practice - At St Agnes, we recognise that behaviour is a form of communication. Some children may display behaviours linked to adverse childhood experiences (ACEs), trauma, attachment needs or anxiety.
We are committed to a trauma-informed approach which means:
We seek to understand "what has happened to the child" rather than "what is wrong with the child"
We prioritise safety, predictability and strong relationships
We recognise that some behaviours may be linked to: domestic abuse (including Operation Encompass notifications) loss, bereavement or family instability neurodiversity or sensory needs. We respond using empathy, regulation and co-regulation strategies rather than escalation

Staff will:

- use calm, consistent language and tone
- provide time, space and support for regulation
- avoid shame-based approaches
- consider individual triggers and adapt expectations where appropriate

Where appropriate, children will have:

- individual behaviour support plans
- access to safe spaces and trusted adults
- reasonable adjustments in line with the Equality Act 2010

2 Rewards and Consequences

2.1 We praise and reward children for good behaviour in a variety of ways:

- staff congratulate children;
- we nominate children from each class to receive a certificate in the school celebration assembly; for Star of the week, Lunchtime award and Headteacher award
- we distribute 'stars' to the children for following the 'Great Expectations' in school;
- All children have a 'Great Expectations' badge to wear with pride to show they are following the school rules. The children also decorate their own star for the wall is the Head teachers office to show each child is unique and valued.
- The children may receive a prize from their class teacher or the Headteacher

- Postcards home from the Headteacher
- Recognition board
- Star of the day /secret pupil/ collecting stickers
- Always children activity each half term
- Great Expectation award - termly

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Their Personal File contains information regarding pupil achievement, for example, sport, music or swimming certificates.

2.3 The school employs a number of consequences to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

All responses to behaviour will take account of:

- the child's developmental stage
- any SEND or trauma-related needs
- known triggers or recent contextual information (e.g. Operation Encompass alerts)

Consequences will:

- be proportionate, relational and restorative
- never be used in a way that shames or isolates a child unnecessarily
- be adapted where behaviour is linked to unmet need
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If children to not complete work in class or are not following instructions they will have lost learning time (LLT) they will then be required to complete their learning at a suitable time with an adult. This maybe break, lunchtime, after school or work maybe sent home. Children will not miss out on eating at lunchtime.
- If work is still not complete we will ask the child to either complete the work at home or attend after school homework club. Parents will be notified in this event.
- If a child is disruptive or misbehaves in class, the teacher will speak to him or her. If this behaviour continues, we ask the child to go to a regulated reflection space either in or outside of the classroom where they will be supported by an adult to: regulate emotions, understand what has happened and repair relationships.
- Children will always be spoken to by an adult about their behaviour and given the opportunity to reflect and repair. Children will have to apologise for behaviour of concern after they have reflected, this maybe verbal or written depending on the child's age.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and deals with the behaviour.
- If a child threatens, hurts or bullies another pupil or member of staff, the class teacher logs the incident on CPOMS and the child is dealt with by the class teacher, then by a member of the SLT and then the head teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- If a child is making the wrong choice and not following the ‘Great Expectations’ the child will receive a warning, if their behaviour continues they will have their ‘Great Expectations’ badge removed and must take it to the SLT, they will also have their star removed off the wall. They will then have to earn it back. This will be recorded and if the child loses their badge 3 times in a half term a meeting with parents will be arranged to discuss the child’s behaviour and plan steps to move forward.
- Children with SEND or trauma-related needs may:
    - experience sensory overload, anxiety or dysregulation, communicate distress through behaviour

  The school will:
    - identify triggers and patterns
    - co-produce behaviour support plans with parents
    - make reasonable adjustments
    - prioritise early intervention and prevention

2.4 The class teacher discusses the school Great Expectations with each class. The expectations are displayed in each classroom and around school. In addition to the school Great Expectations**,** each class also has its own classroom expectations in line with the Great Expectations. In this way, every child in the school knows the standard of behaviour that is expected in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class during ‘circle time’.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 Use of Reasonable Force and Restrictive Interventions (Updated 2026)

The school follows the Department for Education guidance:
Restrictive Interventions, including use of reasonable force in schools (2026)

Key principles:
- Restrictive interventions are only used as a last resort
- They are used to prevent harm, not as punishment
- Staff must use the least restrictive option for the shortest time

Staff may use reasonable force to:
- prevent injury to self or others
- prevent serious damage to property
- prevent serious disruption

The school does not permit:
- use of force as punishment
- any restraint that restricts breathing or causes pain

De-escalation expectation

Before any restrictive intervention, staff will:
- attempt de-escalation strategies, including:
    - calm communication
    - reducing demands

    - offering space or sensory support
    - distraction or redirection
- consider whether intervention may increase distress, particularly for children with trauma or SEND

Recording
All incidents involving:
- use of force
- restraint (including non-physical)
- seclusion

must:
- be recorded on CPOMS as soon as possible (same day where possible)
- include:
    - triggers and de-escalation used
    - why intervention was necessary
    - duration and type of intervention
- be reported to parents the same day where possible

Use of seclusion
Seclusion is when a child is removed from a classroom to work alone or regulate. It is not used as a punishment.

If used, it will only be:
- to prevent immediate risk of harm or disruption
- for the shortest possible time
- in a safe, supervised space

The child will:
- be supported throughout
- be sent back to class as soon as they are safe

All incidents of seclusion will be:
- recorded on CPOMS
- reported to parents

After any significant behaviour incident:
The school will:
- provide **support to the child**, including:
    - emotional processing
    - reassurance and repair
- hold a **restorative conversation** (when regulated)
- review triggers and update support plans
- support staff wellbeing

3 The role of the class teacher and teaching assistants

3.1 It is the responsibility of the class teacher and teaching assistants to ensure that the school expectations and rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The staff treat each child fairly and enforce the classroom code consistently. The staff treat all children in their class with respect and understanding.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if behaviour of concern continues, the class teacher seeks help and advice from the SLT and Head Teacher.

3.5 The class teacher liaises with the SENCo and/or external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service. After discussion a behaviour support plan maybe put in place to support a child and all staff will follow this consistently.

3.6 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 also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role the Mid-day supervisors

4.1 Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.

4.2 Efficient communication between Middays and teachers is assured through the use of the regular, verbal exchange. Any incident of inappropriate behaviour is reported to the Class teacher or Headteacher at the time or at the end of Lunchtime.

4.3 Middays' authority is acknowledged, by them operating rewards and consequences, with the full support of teaching staff in line with the Great Expectations

4.4 The Midday Leader oversees the work of others, ensures effective communication, acts as the main contact point with the Headteacher and ensures the reporting of incidents to class teachers.

4.5 Strategies for ensuring positive behaviour at lunchtimes

The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore inappropriate behaviour.

This is achieved by providing:

- a stimulating range of playground equipment including footballs, basketball, rugby ball, cricket, netball, skipping ropes, hoop-las, hop-scotch, outdoor gym etc.
- games and activities painted on to the playgrounds
- positive relationship between Middays and pupils with each Midday assigned to a specific class and formal handover to/from teacher at the start and end of each lunchtime
- Use of the Pitch and Magic Garden

- Year 5 and 6 Lunchtime Leaders
- designating areas for different activities –i.e. restricting ball games to the large yard, smaller/quieter games to the smaller yard
- Playground Buddies system of pupil mentors and monitors
- staggered dinner sittings to reduce numbers on the yard.
- Film Friday to encourage positive behaviour.
- VIP lunchtime table for children who receive an award at celebration assembly
- Lunchtime awards

5 The role of the Headteacher

5.1 It is the responsibility of the Headteacher under the School Standards and Framework Act 1998, 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.

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

5.3 The Headteacher keeps records of all reported serious incidents of behaviour of concern.

5.4 At St Agnes we do not believe in suspending or excluding any child but feel we are here to work with them and their families. However, the Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of behaviour of concern or violence towards others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain the school expectations in the school prospectus, and we expect parents to read these and support them.

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

6.4 If the school has to use reasonable consequences to support a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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

8 Fixed-term suspensions and permanent exclusions

8.1 Only the Headteacher has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, in line with the LA exclusion procedure. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

8.2 If the Headteacher excludes a pupil, 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. The school informs the parents how to make any such appeal.

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

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

8.5 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.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

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

9 Monitoring

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

9.2 The school keeps a variety of records of incidents of behaviour of concern. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of behaviour of concern. We also keep a record of any incidents that occur at break or lunchtimes. All instances of behaviour of concern are recorded on CPOMS.

9.3 The Headteacher keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

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

Data Protection Statement
The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	**Probable Content**	**Why ?**	**Who ?**	**Where ?**	**When ?**
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Passed Onto New School When Moving Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	