



Long Row Primary and Nursery School

Behaviour Policy

Contents

1. Statement of intent	2
2. Legal framework	2
3. Roles and responsibilities	3
4. Key principles of our behaviour approach	6
5. School values	6
6. Consistent whole school approach	7
7. Promoting positive behaviour	7
8. Safeguarding and child-on-child abuse	7
9. Mobile phones and smart devices	8
10. Behaviour outside school and online	8
11. Searching, screening and confiscation	8
12. Restrictive interventions (including use of reasonable force and seclusion)	8
13. SEND and Inclusion	8
14. Classroom behaviour procedures – 5 step approach	9
15. Repeated Behaviours	9
16. Definitions of unacceptable behaviour	10
17. Addressing Persistent Unacceptable Behaviours	10
18. Reintegration and Further Action	12
19. Cancelling a suspension	12
20. Duty to Inform Relevant Parties	12
21. Education During Suspension	13
22. Off-Rolling and Managed Moves	13
23. Unlawful and Informal Suspensions	13
24. Permanent Exclusion	13
25. Monitoring and Review	14
26. Governance and Review	14
27. Publication and Availability	14
28. Linked Policies	14
29. Policy Review	14

1. Statement of Intent

Long Row Primary and Nursery School is committed to fostering a safe, inclusive and respectful learning environment in which all pupils can learn, participate, belong and thrive. Through positive relationships, high expectations and a shared commitment to mutual respect, we promote a culture where diversity is valued, individual differences are celebrated, and every child is treated with dignity and fairness. We are committed to ensuring that all pupils feel safe, supported and empowered to engage fully in their learning and in all aspects of school life.

This policy applies to all children who attend Long Row Primary and Nursery School and to all members of the school community. Clear expectations for behaviour are established, understood and consistently applied by pupils, staff and families.

Our approach to behaviour is simple, explicit and consistent. We use a positive approach to behaviour, with a strong emphasis on positive language, feedback and rewards, supporting pupils to take personal responsibility for their behaviour by making good choices and develop self-regulation.

Behaviour is the responsibility of everyone in our school community. We maintain high expectations and challenge all pupils to be the best they can be. Positive relationships are the cornerstone of our ethos; pupils are taught self respect, respect for others and respect for their school.

Positive behaviour is fundamental to effective learning, personal development and the acquisition of essential social skills. A calm, safe and supportive environment enables pupils to attend, engage fully in their learning and flourish. Pupils are explicitly taught positive behaviours through high quality modelling, clear and consistent routines, and shared expectations that promote respect, responsibility and belonging.

Some pupils require additional or targeted support to meet expected standards of behaviour. Wherever possible, support is identified early and put in place promptly to prevent escalation. Staff use professional judgement, drawing on knowledge of the child, SEND considerations, safeguarding responsibilities and wider context, to determine appropriate support and proportionate consequences. Reasonable adjustments may include adapted communication approaches, visual supports, movement or sensory breaks, additional adult support, modified routines, access to a quiet space, individual behaviour plans, or alternative approaches to rewards and consequences where appropriate.

2. Legal Framework

This policy is underpinned by the following legislation and statutory guidance:

Equality Act 2010

Children and Families Act 2014

SEND Code of Practice (0–25 years)

Education and Inspections Act 2006

Behaviour in schools: advice for headteachers and school staff (February 2024)

DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance; August 2024)

Searching, screening and confiscation: advice for schools (July 2022)

Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026)

Keeping Children Safe in Education (KCSIE) (current version from 1 September 2025)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024)

Mental health and behaviour in schools (DfE guidance)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory September 2026)

3. Roles and Responsibilities

All adults working with children at Long Row Primary and Nursery School model high standards of conduct and behaviour at all times.

The Governing Board

The Governing Board has overall responsibility for:

Approving and reviewing the written statement of behaviour principles, and ensuring this policy is published and communicated to pupils, staff and parents/carers.

Reviewing behaviour and safeguarding-related data (including removals from class, suspensions, exclusions and any use of restrictive interventions) to ensure the policy is implemented fairly and does not disproportionately impact any group of pupils.

- Ensuring the policy does not discriminate on any protected grounds
- Approving procedures for screening, searching and use of reasonable force, in line with the Positive Behaviour Support (including Physical Interventions) policy
- Promoting a whole school culture of calm, dignity and structure
- Handling complaints in accordance with the Complaints Procedure

Headteachers

The Headteachers are responsible for:

- Monitoring and implementing this policy
- Establishing standards of behaviour and school rules
- Determining appropriate disciplinary sanctions
- Ensuring day to day implementation
- Publicising the policy to staff, pupils and parents/carers
- Reporting to the Governing Board on effectiveness, including SEND/SEMH impact
- Providing visible and consistent support to staff
- Ensuring disruption is not tolerated and proportionate action is taken

Inclusion Lead (SEND/CO)

The Inclusion Lead is responsible for:

- Strategic development of behaviour, SEND and SEMH provision
- Overseeing day to day behaviour support for pupils with SEND
- Completion of restorative conversations
- Supporting assessment of pupils' strengths and needs
- Advising on strategies and coordinating referrals (including ISAT)
- Working closely with the Inclusion Support Advisory Teacher (ISAT)

Teaching Staff

Teaching staff are responsible for:

- Teaching and modelling expected behaviour and positive relationships
- Planning and reviewing behavioural support with parents and the Inclusion Lead
- Maintaining high expectations for all pupils
- Ensuring access to the full curriculum
- Remaining accountable for behaviour and progress
- Addressing disruption calmly and proportionately
- Logging incidents on Arbor and following up on actions, such as speaking to parents/carers

Pastoral and Family Resource Support

Pastoral and family support staff provide:

- Targeted pastoral support
- Individualised interventions
- Referrals and signposting to external agencies
- Family Support Worker involvement where required

All Staff and Volunteers

All staff and volunteers are responsible for:

- Applying this policy consistently and fairly
- Supporting pupils to meet behaviour expectations
- Promoting a safe, high quality learning environment
- Modelling high standards of behaviour
- Recognising behavioural difficulties
- Informing relevant leaders of concerns
- Issuing sanctions where authorised, including lawful incidents outside school

Pupils

Pupils are expected to:

- Take responsibility for their behaviour in school and the wider community
- Respect the right of teachers to teach and pupils to learn
- Report unacceptable behaviour to a safe adult

Parents and Carers

Parents and carers are expected to:

- Support school rules and expectations
- Reinforce positive behaviour at home
- Inform school of changes affecting behaviour
- Work in partnership with the school
- Follow the agreed communication pathway:
 1. Class teacher

2. Key Stage Leader
3. Headteachers
4. Formal complaints procedure (see school website)

School Community Commitment

All members of the school community work together to ensure:

- Bullying, discrimination and intimidation are not tolerated
- Pupils are safe and feel safe
- Derogatory and prejudicial language is addressed promptly
- Incidents are managed swiftly, fairly and consistently

4. Key Principles of Our Behaviour Approach

Fairness and Equity

Fairness means giving each child what they need to succeed, while maintaining high expectations for all.

Equity means ensuring that barriers to learning and participation are identified and addressed so that all children have access to the support and opportunities they need to thrive.

Behaviour as Communication

Behaviour may indicate unmet needs. Staff respond with understanding to help pupils:

- Feel safe and understood
- Develop emotional awareness
- Learn regulation strategies
- Build positive relationships

Our Approach to Behaviour

Adults respond calmly and non-judgementally, focusing on support rather than punishment.

Putting Relationships First

Strong, trusting relationships underpin positive behaviour, wellbeing and learning.

Clear Boundaries and Expectations

A nurturing approach is balanced with:

- Strong routines
- Clear boundaries

- Consistent responses
- Calm adult modelling

5. Our School Values

INSPIRE · RESPECT · BELONG

These values are reflected in our school rules:

- Be Ready
- Be Safe
- Be Respectful

6. A Consistent Whole School Approach

All staff uphold the following five consistencies:

- Model positive behaviour and notice it first
- Remain calm and use declarative language, for example  *"Can you sit down, please?"*  *"It's time to sit down."*
- Use predictable routines
- Allow take up time
- Repair relationships restoratively

7. Promoting Positive Behaviour

Routines

- Meet and greet on arrival
- Countdown from 5 to gain attention
- Shared talk partner language, such as "Turn, talk, tell" and "1–2–3, back to me"
- Calm movement around school
- Class circles on the playground during fire alarm procedures
- Clear end of playtime procedures

Rewards and Recognition

Positive behaviour is recognised through:

- House points
- Verbal praise

- Messages to parents – quick phone call or card posted home
- Over and Above cards handed to children
- Celebration Assemblies
- Headteacher recognition

8. Safeguarding and child-on-child abuse

The school recognises that poor behaviour may be a safeguarding indicator. Any concerns about possible abuse (including child-on-child abuse, sexual harassment or sexual violence) are responded to in line with the school safeguarding and child protection policy, and reported to the Designated Safeguarding Lead (DSL).

9. Mobile phones and smart devices

The school's approach to mobile phones and smart devices is set out in the Online Safety / Acceptable Use and Mobile Phone guidance. Mobile phones and smart devices are not permitted in school. Any mobile phone, smart watch or other smart device found in a pupil's possession may be confiscated and must be collected by a parent or carer in accordance with the school's procedures.

10. Behaviour outside school and online

Where a pupil's behaviour outside school (including online) has an impact on the orderly running of the school, poses a threat to another pupil, or could adversely affect the reputation of the school, the school may apply sanctions in line with this policy and the law. Safeguarding concerns will be addressed in line with KCSIE.

11. Searching, screening and confiscation

The school follows DfE guidance on searching, screening and confiscation. Authorised staff may search for prohibited items (and items banned by the school rules) in line with statutory guidance, and confiscate items that are prohibited, illegal, harmful or detrimental to school discipline.

12. Restrictive interventions (including use of reasonable force and seclusion)

The school aims to minimise the need for restrictive interventions through early support and de-escalation. Where necessary to keep pupils and/or staff safe, staff may use reasonable force or other restrictive interventions only when lawful, proportionate and for the shortest time necessary, and never as a punishment. Any significant incident will be recorded and reported in line with DfE guidance and the school's Positive Behaviour Support (including Physical Interventions) policy.

13. SEND and Inclusion

At Long Row Primary and Nursery School, we are committed to making success accessible to all children. We recognise that behaviour may be linked to a child's special educational needs or disability and should not be viewed in isolation but understood within the wider context of each child's individual profile.

As part of our graduated response to SEND, we work hard to promote and establish preventative measures and reasonable adjustments, according to each child's needs, including behavioural and regulatory needs. Any children who have additional barriers to behaviour still require high expectations, alongside a deep understanding of their needs. However, not all behaviour is automatically attributed to a child's SEND. Each incident is assessed individually, and professional judgement is used to determine contributing factors, and therefore addressed on a case-by-case basis.

14. Classroom Behaviour Procedure (5 Step Approach)

Step 1 - Reminder

A reminder of the expectations of the learner: Ready, Safe, Respectful.

The teacher makes the child aware of this by saying:

"This is your reminder."

Step 2 - Warning

A clear, verbal warning is given, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues.

The learner is given an opportunity to make the right choice.

Step 3 - Last Chance

The child is given a final opportunity and encouraged to amend their behaviour and make the right choices.

Step 4 - Time Out

This involves thinking time within the classroom environment.

Time out is used to allow the child to:

- Regulate their emotions
- Reflect on their behaviour

- Prepare to re-join their class appropriately

Step 5 - Repair

This takes the form of a **restorative conversation**, either verbally or supported by visual aids - Widgeit. (See Widgeit resources in appendix).

- What happened?
- What were you thinking or feeling?
- Who was affected?
- What needs to be done to put things right?
- How do you feel now?
- Next time I will?

15. Repeated Behaviours

Repeated specific behaviours within the same day may result in further consequences, such as additional time out in a different classroom.

Parents will be informed of any concerns.

Where persistent unacceptable behaviour continues, a meeting will be held between the Senior Leadership Team (SLT) and parents/carers to develop a support plan. This may include involvement from wider services, including support from the Inclusion Support Advisory Service.

During this meeting, a Behaviour Support Plan will be put in place. This will clearly identify the behaviours expected from the child, along with the consequences of any further unacceptable behaviour.

Parents and pupils will also be informed that continued unacceptable behaviour may result in the use of internal seclusion within school.

All time outs will be logged on Arbor for monitoring purposes, creating a behaviour log.

16. Definitions of Unacceptable Behaviour

Low Level Unacceptable Behaviour:

- Low level disruption
- Refusal to work
- Rudeness

Persistent low level behaviour may escalate.

Serious Unacceptable Behaviour:

(Includes behaviour that involves, or may result in):

- Risk of harm to self or others
- Threats to safety, including violence or intimidation
- Serious disruption to learning or the school environment
- Discriminatory, abusive or illegal behaviour, including the use of swearing, offensive, threatening or derogatory language, whether directed at individuals or groups

Persistent Serious Behaviour

May include:

- SLT involvement
- Behaviour Support Plans
- External agency involvement

Internal seclusions, suspensions and fixed permanent exclusions are used only as a last resort.

17. Addressing Persistent Unacceptable Behaviours

The Headteachers will support staff in addressing persistent unacceptable or challenging behaviour in any context.

Where concerns persist, an assessment of the child's needs will be undertaken, and a meeting will be arranged involving school staff and parents/carers. During this meeting, the following will be discussed:

- Any special educational needs, with due regard to the Equality Act
- The child's behaviour at home and in school
- The creation of an individual programme of support, which may include school-based interventions such as:
 - Pastoral support
 - Inclusion in lunchtime clubs
 - Referral to the Inclusion Support Advisory Service (ISAS) or other appropriate external services, where deemed necessary

Removal from classrooms (including supervised internal reflection and suspension) and Suspension (fixed-period exclusion from school)

Where a pupil's behaviour results in serious or persistent disruption, the school may require the pupil to spend a limited time out of the classroom (removal from class) under the instruction of a member of staff. This is a serious sanction. The pupil will be supervised, will continue to receive meaningful education, and the school will aim to reintegrate the pupil as soon as it is safe and appropriate.

- Parents/carers will be informed on the same day if their child has been removed from the classroom, and the incident will be recorded. Repeated removals will trigger a review of support, including consideration of SEND, safeguarding factors and a behaviour support plan.
- If behaviour does not improve, or where the incident is sufficiently serious, the Headteacher (or authorised acting Headteacher) may decide to suspend a pupil (fixed-period exclusion) in line with statutory guidance.
- A suspension may begin as one day out of school but may be longer depending on the severity or frequency of behaviours displayed. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year, in line with statutory guidance.
- For clarity and consistency with Department for Education statutory guidance (August 2024), this policy uses the term suspension to refer to an exclusion for a fixed period.

For serious incidents, including:

- Fighting
- Bullying
- Swearing
- Dangerous behaviour
- Extreme defiance

Sanctions or suspensions may be implemented immediately at the discretion of the Headteachers.

18. Reintegration and Further Action

On return to school following suspension, a reintegration meeting will be held with the Headteachers, parents/carers and pupil to set clear targets for improvement.

A pupil will not be prevented from returning to school solely because parents/carers are unable or unwilling to attend a reintegration meeting.

Part-time timetables are not used as a disciplinary sanction or behaviour management tool. They will only be implemented for the shortest possible time, in agreement with parents/carers, with a clear plan and review date to return the pupil to full-time education.

This may include consideration of a part-time timetable, off site direction, alternate provision or a managed move to another school.

If no improvement is made, a formal warning regarding the potential move to permanent exclusion will be issued.

19. Cancelling a Suspension

The Headteachers may cancel a suspension that has already begun, or has not yet begun, provided the Governing Board has not yet met to consider reinstatement.

Where a suspension is cancelled, the Headteachers will notify parents/carers, the Governing Board, the local authority and, where relevant, the pupil's social worker and/or Virtual School Head without delay.

Any days already spent out of school prior to cancellation will be included within the pupil's annual suspension total.

20. Duty to Inform Relevant Parties

In line with statutory requirements, when a pupil is suspended or permanently excluded, the Headteachers will, without delay, notify:

- parents/carers
- the local authority
- the pupil's social worker (where applicable)
- the Virtual School Head for looked-after children

21. Education During Suspension

For the first five school days of a suspension, the school will take reasonable steps to ensure that work is set and marked.

From the sixth school day of any suspension longer than five school days, the Governing Board (or local authority where applicable) will arrange suitable full-time alternative education.

22. Off-Rolling and Managed Moves

The school does not use off-rolling practices. Managed moves are voluntary, agreed with parents/carers and the receiving school, and are used only where they are in the best interests of the pupil.

23. Unlawful and Informal Suspensions

The school does not use informal or unofficial suspensions. Sending a pupil home, requiring a pupil to work off-site, or reducing a pupil's timetable for disciplinary reasons without following the formal suspension process is unlawful. Any removal from school for disciplinary reasons will be formally recorded as a suspension and managed in accordance with statutory guidance.

24. Permanent Exclusion

Permanent Exclusion is used rarely and only as a last resort following:

- Full investigation
- Review of prior support

- Consideration of SEND/SEMH
- Duty of care to the wider school community

A permanent exclusion is a last resort and will only be considered in response to a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

A permanent exclusion is a serious breach of the behaviour policy where a child remaining in school seriously harms the education of others.

The school will follow DfES guidance when considering permanent exclusion.

25. Monitoring and Review

Behaviour is monitored through:

Monitoring will include patterns in removals from classrooms, suspensions and any use of restrictive interventions (including reasonable force), and will be reviewed for any disproportionate impact on pupils with protected characteristics or SEND.

- Arbor behaviour logs
- Team Around the School (TAS) meetings
- Pupil and parent voice
- Governing body oversight

26. Governance and Review

Governors receive a termly behaviour report regarding patterns and incidents of reported behaviour.

Governors review the Behaviour Policy, regularly discussing pupil voice and responses to parent and pupil questionnaires.

Governors support the school in managing pupil behaviour to ensure all pupils are safe at school.

27. Publication and Availability

This document is freely available to the entire school community and is published on the school website.

28. Linked Policies

This policy is linked to the following school policies and procedures:

- Anti-bullying Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Prevent Duty

- Exclusion Policy
- Online Safety Policy
- Complaints Policy

29. Policy Review

This policy will be reviewed on an annual basis with all staff and governors in September.