

Behaviour Policy



Part of the

Oak 
Learning Partnership

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2	September 2026	Sarah Watt/Jo Grundy	Made in line with recommendations from Peer Safeguarding Review April 2026: • Mobile phone usage • Defined list of prohibited and banned items • Added statements about anti bullying and expansion on our statement, and allegations against staff

1. Our principles

- Good behaviour in school is central to a good education.
- We aim to manage behaviour well to provide a calm, safe and supportive environment where our pupils want to attend and where they can learn and thrive.
- Being taught how to behave well and appropriately is vital for all pupils to succeed personally.
- Our leaders lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life.
- Our staff are trained to make sure that they collectively embody this school culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly.
- Our pupils will be taught explicitly what good behaviour looks like.
- Some pupils will need additional support to reach the expected standard of behaviour.
- When pupils do misbehave, we will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.
- Undertake our duties inline with the Equality Act 2010, ensuring that expectations, rewards and sanctions do not disproportionately discriminate against protected characteristics, and data will be monitored in light of these responsibilities.

2. Our vision

We are clear about which behaviours are permitted and prohibited, our shared values and the routines that are encouraged throughout the school community.

Our school motto is:

Together We Build Understanding

Our pupils, parents and staff have agreed our school values which are:

**Respect
Resilience
Kindness**

When teaching about our motto and our values, we refer to the British Values; the rule of law, democracy, individual liberty, mutual respect and tolerance of different faiths and beliefs.

3. Our expectations

- We have high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- Our school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy

- General and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour. Pupil behaviour should not disrupt teaching, learning or school routines
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, where pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively through conversations with children, parents and staff, and appropriate consequences used
- All staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE) and follow policy and procedures when responding to incidents.

4. Roles and responsibilities

School leaders will:

- be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- provide appropriate training which is required for staff to meet their duties and functions within the behaviour policy including adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour
- build and maintain positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy

At Unsworth Primary School, overall responsibility for behaviour lies with the Headteacher, Mrs Jo Grundy, and Assistant Headteacher, Mrs Sarah Watt (also the Designated Safeguarding Lead).

The Parent Support Advisor is Mrs Sarah Channon (also the Deputy DSL).

All staff will:

- develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour.
- uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.

- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- see the mental health and behaviour in schools guidance for advice on supporting pupils whose mental health issues manifest themselves in behaviour.
- receive clear guidance about school expectations of their own conduct at school.

Pupils will be:

- made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Understand that good behaviour has a positive impact on learning for all
- taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture which will be re-visited often as pupils move through the school.
- Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture.

Parents will be:

- encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- encouraged to reinforce the policy at home as appropriate.
- encouraged to raise any concerns about management of behaviour directly with the school while continuing to work in partnership. Initial contact should be made with the class teacher.
- included in any pastoral work following misbehaviour where appropriate including attending reviews of specific behaviour interventions in place.

Trust executive leaders, trustees & Local Governance Committee members will:

- support and challenge school leaders and staff in upholding the school's Behaviour Policy
- monitor school data on behaviour incident data including bullying – see section 8.

5. Unsworth Primary School Behaviour Curriculum

Our behaviour curriculum defines the expected behaviours in our school. It is centred on what successful behaviour looks like and defines it clearly for all parties. It includes rules, routines, positive reward systems and consequences.

Our school rules are:

- We will walk around school

- We will use kind hand, feet and words
- We will listen when spoken to
- We will take care of our school environment
- We will do as we are asked the first time
- We will always try our best

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practice of all our routines promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Maintaining a positive culture requires constant work. We positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Our positive reward systems include:

- Verbal praise from all staff
- House Points - for personal best in work, respectful behaviour and positive attitudes (Bronze, Silver, Gold, Platinum and Diamond certificates to mark significant totals achieved)
- House Point winners earn a non-uniform day at the end of each half-term.
- Well Done assembly – Headteacher stickers, and achievement certificates for three pupils per class per week linked to values (pupils' names go on weekly school newsletter).
- Positions of responsibility, such as Prefect status, House Captains, Playleaders, Librarians, etc.
- Communicating praise to parents via phone call.
- Praise Post Cards sent each half term. Expectation for class teachers to send 6-8 post cards each academic year.
- Green Star (always green) children randomly chosen for prize in assembly.
- Class with the highest percentage of children on the Green Star at the end of the week are rewarded with an additional afternoon break.
- Headteacher awards - such as special stickers for learning or behaviour, and verbal praise.

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate consequences. When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools we will use our pre-agreed scripts and phrases to help restore calm.

All children start each day on the Green Star. If a child is moved off the GREEN STAR, they cannot return to it until the following day. Children can return to GREEN for each session if they are removed from the GREEN STAR. We then follow a staged response for consequences.

Our consequences include:

STAGE 1 - WARNINGS

- a verbal reminder of the expectations of behaviour
- a warning if behaviour is repeated/continues
- if the pupil demonstrates improved behaviour, then they will not progress to any further consequences

STAGE 2 – YELLOW

- If the pupil continues to break the school rules/misbehaves then they will be moved down to YELLOW on the behaviour chart
- If the pupil demonstrates improved behaviour then they will not progress to any further consequences and will return to GREEN on the behaviour chart
- If the pupil continues to break the school rules/misbehaves then the pupil may be moved to an alternative space within class.

STAGE 3 – RED

- If the pupil continues to break school rules then they will be moved down to RED on the class behaviour chart.
- Any pupil moved to RED will miss part of their lunchtime as reflection time (KS1 5 mins/ KS2 10 mins). During this time, they may carry out some form of class-based community service, such as tidying the book corner, sharpen pencils, etc. This will also be a good opportunity for the class teacher and pupil to have a restorative conversation on a 1-1 basis.
- All RED incidents will be logged on Arbor. SLT will be notified, and the pupil spoke to, reminding them of school behaviour expectations. In the event a child is moved to RED more than once in a week, SLT should be informed directly, and the class teacher will make a phone call home to ensure that parents are aware of the child's behaviour.

STAGE 4

- This may be a continuation of the poor behaviour through the previous steps or a one-off serious incident. On this instance, the incident will be passed on to a Senior Leader with an understanding of the situation. The Senior Leader will deal with the incident and use professional judgement concerning any further consequences. The Senior Leader will liaise with the class teacher and parents/carers to resolve the issue.
- Consequences for this stage may include the pupil working in another classroom under the supervision of SLT, or being placed on a daily/weekly report card which must be signed off by a member of SLT at the end of each school day.
- These incidents will be logged on Arbor.

NB – Children who have been moved to YELLOW or RED should return to GREEN at the earliest opportunity, either once they have demonstrated that they have

corrected the behaviour, or at the beginning of a new lesson. However, the pupil cannot be moved back to the GREEN STAR until the start of the following day.

Where an incident is serious, such as Child on Child Abuse or swearing, a pupil may be immediately moved to RED and where necessary, an SLT member informed. Staff professional judgement is used in these instances.

ALL RED CARD incidents will be logged onto Arbor and monitored by the safeguarding team. Two RED CARDS will trigger contacting parents to discuss the incidents.

Alternative consequences may be considered on a case-by-case basis for any pupil where an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements – see section 4.

Supporting pupils following a consequence

The following strategies will be used to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

- A restorative discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy.
- Considering whether the support for behaviour management being provided remains appropriate.

6. Intervention following behavioural incidents

We have adopted a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. It is often necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Our Senior Leaders with responsibility for behaviour, our SENCO and our Parent Support Advisor are responsible for managing and monitoring these strategies. Examples of interventions include:

- frequent and open engagement with parents if deemed necessary.
- providing mentoring and coaching.
- short-term behaviour report cards or longer-term behaviour plans.

- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- Where there are serious concerns about a pupil's behaviour, a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs may be required.

7. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

At Unsworth, we ensure that all children feel they belong to the school community. We ensure there are high expectations for all pupils and understand that having a positive behaviour culture promotes a calm environment for all, which benefits pupils with SEND.

We recognise the importance that some children may need an approach that is different from or additional to our whole school approach.

We prioritise the importance of knowing each child and what specifically works for them, making reasonable adjustments, as necessary. These may include individualised reward systems, sensory diets, movement breaks, pastoral interventions and specific resources. We aim to be proactive and preventative, where possible.

We recognise that behaviour is a form of communication and we aim to understand this communication to find the root cause of the behaviour. We acknowledge that not all negative behaviour is due to SEND. We use our professional judgement in these cases along with our knowledge of the child.

When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. The school will secure any provision set out in a pupil's Education and Health Care Plan.

Examples of preventative measures for pupils with SEND include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

8. Monitoring and evaluating school behaviour

We have data capture systems that allow leaders, including trust leaders, trustees and members of the LGCs, to monitor and evaluate the behaviour culture of the school. Data collected includes:

- behaviour incident data, including on removal from the classroom.
- reported bullying incidents and outcomes.
- attendance, permanent exclusion and suspension data.
- use of pupil support units, off-site directions and managed moves.
- incidents of searching, screening and confiscation.
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Appendix 1: Guidance on specific responses to behaviour

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils
Detailed guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Detailed guidance is available here:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

This guidance states that the following items are prohibited by the DFE to be brought into school:

- Controlled drugs
- Alcohol, tobacco, cigarette papers, fireworks
- Pornographic images
- Stolen items
- Weapons or items which are evidence of a suspected offence
- Items that have been or are likely to be used to commit an offence or to cause personal injury or damage to property

The school also bans the following:

- Any item which is intended to be used to harm or intimidate

Searches would be carried out by the headteacher in line with the guidance provided by the DFE on the above link.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Removal from the classroom will only be used when necessary and

once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- to allow the pupil to regain calm in a safe space.

Removal is not the same as the use of separation spaces (e.g. sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance':

<https://www.gov.uk/government/publications/school-exclusion>

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. The sort of behaviour includes non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. This may occur when;

- taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil.
- that could adversely affect the reputation of the school.

Appendix 2: Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe In Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.. All staff will challenge all inappropriate language and behaviour between pupils.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Mobile phones and Smart Watches

Pupils should not bring mobile phones to school unless they are in Y6 and parents have signed the school policy on mobile phone use. Phones will be allowed for pupils who walk home from school (Y6 only). These will be switched off on entry to the school grounds and collected by the Y6 class teacher and secured. No Smart Watches are to be worn by children in school. These measures are in place to ensure there are no distractions to learning, and to remove potential risks linked to online safety. If children are found to have these devices, they will be removed and kept in the school office, with parents informed and needing to collect them at the end of the school day.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own consequences so long as it does not conflict with police action.

Allegations against staff

The headteacher and LGC will address allegations against staff, offering appropriate support for the pupil as required.

Appendix 3: Anti Bullying Statement

Bullying of any form is not tolerated within our school community.

Definitions

Bullying is behaviour that is deliberately hurtful, repeated over time and where there is often an imbalance of power. Bullying may be:

- Physical
- Verbal
- Emotional or social (including exclusion and rumours)
- Cyber (online messaging, images or videos)
- Prejudice-based (e.g. linked to race, disability, religion, gender or family circumstances)

Child-on-Child Abuse - In line with KCSIE, child-on-child abuse refers to abuse that occurs between children and can include bullying, sexual harassment, sexual violence, harmful sexual behaviour, online abuse and coercive behaviour. It may occur inside or outside of school and online. All concerns are treated as safeguarding issues, not dismissed as “banter” or “part of growing up”.

Preventative Strategies

Unsworth Primary School takes a proactive and preventative approach, including:

- A whole-school culture of respect, kindness and inclusion
- Clear behaviour expectations, rewards and sanctions applied consistently
- Planned teaching through SCARF and assemblies focusing on healthy relationships, consent, empathy and online safety
- Staff training to recognise and respond to bullying and child-on-child abuse in line with KCSIE
- Supervision and clear routines that reduce opportunities for unsafe behaviour
- Encouraging pupils to speak to a trusted adult and ensuring they know their concerns will be taken seriously
- Working in partnership with parents and carers to address concerns early

Responding to Incidents

- All incidents are reported to staff and recorded appropriately
- Bullying is investigated promptly and managed in line with the Behaviour Policy
- Child-on-child abuse concerns are referred immediately to the Designated Safeguarding Lead (DSL)
- Support is provided for the child who has been harmed and the child who has caused harm
- Actions are proportionate, protective and focused on safeguarding and behaviour change

