



2026

Positive Management of Behaviour Policy STATUTORY

Approvals

Signed by:	Sam Smith
Position:	Chair of Governors

Record of Updates		
Date Updated	Additional Information	Updated by
November 2022	Annual Policy Review	Headteacher
November 2023	Information and examples added for clarity Linked to new <i>Suspension and Permanent Exclusion Policy</i>	Headteacher
19.03.25	Review	Headteacher
05.02.26	Updates include: Amendments in <i>aims & objectives</i> - agencies Removal of house points Amendments to <i>hierarchy of action</i> Amendments to <i>referral to HT</i> - agencies <i>New Reasonable Force</i> document (From April 26)	Headteacher

For ease of writing and reading, throughout this policy, the term 'parent' is used. 'Parent' should be taken to refer to anyone with a parental or caring role, temporary/permanent, in a child's life. This includes; foster and adoptive parents, special guardians, grandparents and other family members.

Purpose:

Good behaviour is an essential condition for effective learning and teaching to take place. At Curridge Primary School, we believe that every member of the school community has the right to work in an environment that is safe, friendly, fair and secure. We believe that the best means to promote good behaviour is to emphasise potential, reward success and to praise effort in addition to achievement, rather than focusing on shortcomings and failure. High self-esteem promotes good behaviour and positive relationships. Good behaviour must be carefully developed and supported.

It is the responsibility of parents and carers to work in partnership with the school to help their children behave well. We are proud to say that we are an 'Anti-Bullying School' and a statement to that effect is on display in the school entrance. This policy adheres to the Department for Education (DfE), Guide for Heads and School Staff on Behaviour and Discipline: The School Behaviour Policy and it acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). Good behaviour underpins the ethos of Curridge Primary School.

Aims and Objectives:

- To actively promote a positive approach by modelling the behaviour we want to see
- To communicate clearly our expectations of behaviour
- To promote good behaviour, self-discipline and respect
- To ensure staff are trained in classroom management, the development of effective behaviour strategies and the teaching of good behaviour
- To acknowledge, praise and reward good behaviour throughout the school in a variety of ways
- To understand that the promotion of good behaviour is the responsibility of every member of the school staff and particularly the teacher in the class
- To expect all pupils and parents to receive and sign the Home-School Agreement, on admission to the school, outlining a desire to support the school in maintaining the highest standards of behaviour
- To ensure that there are behaviour systems in place to support children
- To ensure that the school's approach to behaviour management is consistent
- To treat children fairly and with respect and understanding
- To ensure a safe and positive learning environment by employing the certain sanctions, appropriate to each individual situation
- Behaviours, which do impinge on the rights of others, will be dealt with using a whole school hierarchy of disciplinary intervention
- This hierarchy includes all in-class strategies outlined in 'Management of Inappropriate Behaviour' and the clear warning of an appropriate sanction using the language of choice
- To work collaboratively with parents, so children receive consistent messages about how to behave at home and at school
- To liaise with external agencies, as necessary, to support and guide the progress of each child
- To ensure that children in Curridge Primary School make children from other schools feel welcome, are friendly towards them and show respect for any differences they might have

- It may be deemed necessary to follow a certain set of procedures following serious misconduct outlined below

Acknowledging and Rewarding Good Behaviour:

There are high expectations of behaviour and kindness to others. This is modelled by every adult in school. We use the agreed school strategies to prompt and promote good behaviour which include the following:

- We congratulate children. This focuses on effort not just attainment. *'You persevered even when it was challenging'*
- We are explicit with praise to ensure children know what they have done well. *'I like the way you...'*
- Adults may have class systems that recognise the good behaviour of individuals, groups and the whole class (marble jars, charts, stickers etc)
- Children receive certificates and trophies that recognise excellent behaviour and kind acts in the weekly celebration assembly. Some of these are given *by children to children*
- Outstanding behaviour is 'escalated' to the headteacher who has specific rewards/stickers

Approaches to Managing Inappropriate Behaviour:

Children are expected to behave in a responsible manner and listen carefully to instructions. They are expected to try their best in all situations. They must behave in a manner which has been agreed as part of the class code of rules and within the overarching code of behaviour as outlined in the Home School Agreement. Parents are expected to read and support these rules. If a child's behaviour contravenes these expectations, there are a number of consequences which may be followed:

- A child may be asked to redo a task
- A child might need to be separated from the peer group within the classroom
- A child can be requested to make up lost learning time during their free time (Break)
- A child may be separated from the class and there are occasions when the child separates themselves from the class; this is called 'Time Out' and is part of an agreed behaviour strategy between the teacher, the child and the child's parents of which all the staff are aware

Across the school there is an agreed 'hierarchy' of action when behaviour falls below what is acceptable:

- Children are given a first warning that makes clear what is expected of them
- Children are given a second warning that has a clear consequence if the behaviour continues
- Children may be moved within the classroom or asked to make up for the missed learning in their free time
- Children are sent to another teacher to discuss their behaviour and/or to complete their work
- Children are spoken to by the Headteacher
- The Headteacher may involve parents depending on frequency and severity of the behaviour
- Any serious physical or abusive behaviour is referred directly to the Headteacher

On referral to the Headteacher:

- The child is asked to give a full and honest account of the incident and to suggest and discuss ways of avoiding a similar situation in the future; the child may also be requested to record their account

- The Headteacher will contact the child's parents if someone has been hurt or there has been more than one incident instigated by the child
- Parents are informed immediately if there are concerns about their child's welfare or behaviour
- A supportive dialogue between the home and the school takes place
- A tailored programme of support may be put in place as agreed by the school and parents.
- The school may liaise with external agencies, as necessary, to support and guide the progress of each child e.g. Mental Health Support Team, Emotional Health Academy, Therapeutic Thinking Support Team; this may result in an agreed programme of support.

If children need to be moved or redirected and are reluctant, staff will:

- Explain to the child where they should be and what they should be doing using language that demonstrates a firm expectation. *'I need you to go ...' I expect you to finish...'* This will be repeated without entering into a negotiation with the child
- Use positive consequences. *'If you finish this, you will then be able to...'*
- Use language that offers the child a choice. *'You can finish your work now or at break time.'*
- Use a **'Soft C'** to gently direct the child. The hand forms a C shape and can be gently placed on a child's arm or shoulder.

The safety of the children is paramount in all situations. If a child's behaviour endangers themselves or the safety of others, there are a number of consequences which may be followed.

Consequences may include the following:

- The class teacher may stop the activity and prevent the child from taking part for the rest of that session
- In extreme cases the rest of the class is removed from the vicinity
- If a child intentionally threatens, hurts or bullies another pupil, the child is referred to the Headteacher
- Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves or others
- The actions that we would take are in line with government guidelines on the restraint of children (*See Appendix 1*)

If parents have any concern about the way that their child has been treated, they should:

- In the first instance, contact the class teacher
- If the concern remains, contact the Headteacher
- If these discussions cannot resolve the problem, governors can be approached, via the Clerk to Governors. A formal grievance or appeal process can be implemented if necessary

SEND and Behaviour

The school recognises that some pupils with Special Educational Needs and Disabilities (SEND) may require additional or different approaches to support their behaviour. Where appropriate, pupils will have an individual behaviour support plan that reflects their specific needs and circumstances. These plans align with the whole-school behaviour policy while providing reasonable adjustments to ensure pupils are supported to succeed.

Suspension:

A child's behaviour may be sufficiently serious for the school to consider suspension. This is an extreme sanction and is only administered by the Headteacher and usually only when other strategies have been used first. The decision to suspend a child should only be taken if there is an immediate risk to the safety of others in the school or the pupil concerned. Exceptionally, where a pupil's action poses a serious risk to the health and safety of the pupil or others in the school, the Headteacher will suspend a pupil for a fixed period, even if they have not tried other approaches to modify the pupil's behaviour.

Suspension and Permanent Exclusions:

Suspension should be for the shortest time possible to ensure that the pupil and others in the school understand that the behaviour has been unacceptable (*See Appendix 2. Government Guidelines on Exclusion*). Where lunchtime suspension is used, it should be a short-term measure only. A decision to exclude a child permanently will only be taken in response to very serious breaches of a school's discipline policy, as the final step in the process when all other strategies have been tried and proven to have failed, and where allowing the pupil to remain in school would be seriously detrimental to the education or wellbeing of the pupil or other pupils in the school.

Suspension and exclusion be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of this policy:

- Verbal abuse to adults
- Verbal abuse to children
- Physical abuse to /attack on staff
- Physical abuse to /attack on children
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Monitoring and Review:

- The Governing Board and the Headteacher are responsible for monitoring this policy and ensuring that it is implemented
- The Headteacher is responsible for making staff aware of their responsibilities as outlined in the policy
- The Governing Board will oversee, review and update this policy annually

- The Headteacher has the day-to-day authority to implement the school Positive Management of Behaviour 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
- This policy will be made available to parents/carers via the school website and hard copies are available on request

Appendix 1. Department of Education Guidelines on Behaviour Including Positive Handling of Pupils:

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Please see the following links to the DfE website: (From April 2026)

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Suspension and Permanent Exclusions

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Curridge School's Suspension and Permanent Exclusion Policy

<https://curridgeprimaryschool.co.uk/policies-procedures/>

Appendix 2 Department of Education Guidelines on Exclusion:

Please see the following link to the DfE website: Statutory
guidance and regulations on exclusion:

[Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/exclusion-guidance-2014.pdf)