

Longleaze Primary School Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
September 2026	September 2027	Laura Oakes	School Governors

Legislation and statutory requirements

This policy is based on current legislation and Department for Education guidance for schools in England. It should be read alongside the school safeguarding, anti-bullying, SEND, attendance, exclusions, online safety, complaints, uniform and staff behaviour policies.

- Behaviour in Schools: advice for headteachers and school staff
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Searching, Screening and Confiscation at School
- Restrictive interventions, including use of reasonable force, in schools
- Mobile Phones in Schools
- Keeping Children Safe in Education and Working Together to Safeguard Children
- Mental Health and Behaviour in Schools
- Supporting Pupils at School with Medical Conditions
- The Equality Act 2010 and the Public Sector Equality Duty
- The SEND Code of Practice: 0 to 25 years
- Education Act 2002, Education and Inspections Act 2006, Education Act 1996, Human Rights Act 1998 and relevant regulations.

The headteacher will determine measures that promote good behaviour, self-discipline and respect, prevent bullying, ensure pupils complete assigned work and regulate pupils' conduct. The policy will be reviewed earlier than the stated review date if legislation or statutory guidance changes.

Roles and responsibilities

The governing board

- Review and approve the written statement of behaviour principles and understand how these principles inform this policy.
- Review this policy with the headteacher, monitor its effectiveness and hold the headteacher to account for implementation.
- Ensure duties under equality, SEND, safeguarding and health and safety law are reflected in behaviour practice.

- Monitor patterns in serious incidents, suspensions, permanent exclusions, discriminatory behaviour, bullying, restrictive interventions and the use of removal, including any disproportionate impact on groups of pupils.
- Ensure staff receive appropriate training and support.

The headteacher

- Approve and implement this policy consistently across the school.
- Create a calm, safe and supportive environment with clear expectations and a taught behaviour curriculum.
- Ensure reasonable adjustments and appropriate support are considered for pupils with SEND, medical needs, mental health needs or other vulnerabilities.
- Authorise staff who may undertake searches without consent and ensure searching and confiscation procedures are lawful.
- Ensure serious incidents, restrictive interventions, removals, suspensions and exclusions are recorded, reviewed and communicated as required.
- Report to governors on the effectiveness and equality impact of the policy.

Staff

- Implement the policy calmly, consistently and fairly, while applying reasonable adjustments where required.
- Model respectful, prosocial behaviour and teach routines explicitly.
- Use emotional coaching, de-escalation, restorative responses and proportionate consequences.
- Record significant incidents promptly and accurately, including action taken and parent contact.
- Consider whether behaviour may indicate abuse, neglect, exploitation, child-on-child abuse, unmet SEND, trauma, mental ill health or another safeguarding concern, and report it under safeguarding procedures.
- Seek support from senior leaders where behaviour presents risk or persists despite intervention.

Parents and carers

- Support their child to understand and follow the school's expectations.
- Inform the school of circumstances, needs or changes that may affect behaviour or wellbeing.
- Work constructively with staff on support, reasonable adjustments, reintegration and repair following incidents.
- Raise concerns through the school's published procedures.

Pupils

- Learn and follow the school's routines and expectations.
- Treat others, property and the environment with respect.
- Report bullying, discrimination, unsafe behaviour or concerns to a trusted adult.
- Engage, according to age and understanding, in reflection, repair and support planning.

The aims of our Behaviour Policy

- Provide a stimulating, caring, orderly and purposeful learning environment where everyone feels safe, valued and a sense of belonging.
- Uphold the values of the school and establish high expectations that are understood by pupils, staff, parents, governors and visitors.
- Create confident, self-assured learners with the habits needed for successful learning and relationships.
- Develop independence, self-discipline, self-regulation and responsibility.
- Promote self-esteem, empathy, respectful relationships, equality and inclusion.
- Prevent bullying, discrimination, sexual harassment and harmful behaviour.
- Recognise behaviour as communication while maintaining clear boundaries and protecting the right of every pupil to learn.
- Use a consistent, relational and trauma-informed approach that combines explicit teaching, recognition, support, proportionate consequences, restoration and safeguarding.

Emotional Coaching Approach

At Longleaze we integrate emotional coaching into everyday practice to support resilience, self-regulation and community wellbeing. Emotional coaching does not remove boundaries or consequences. It helps pupils understand feelings, take responsibility, repair harm and rehearse safer choices.

STEP 1: Recognise, empathise with and validate the feeling, and label it without approving unsafe or harmful behaviour.

STEP 2: Re-state the boundary and apply a proportionate, reasonable and, where possible, logical consequence. Consider the pupil's age, SEND, disability, medical needs, safeguarding context and any agreed reasonable adjustments.

STEP 3: Problem-solve with the pupil. Support reflection, repair, rehearsal of a better response and successful reintegration into learning or social time.

Staff use agreed scripts as prompts. Responses remain calm, private where practicable and focused on what is needed now and next, rather than public blame or humiliation.

Consistent practice in staff response to behaviour

Behaviour is considered in two connected categories: behaviour that affects learning and behaviour that affects social relationships. Expectations and routines are explicitly taught, modelled, practised and revisited. Staff recognise helpful behaviour specifically and respond to inappropriate behaviour with certainty, calmness and proportionality.

- Expectations are positively phrased and visible in learning spaces.
- Recognition is sensitive to individual pupils. Public recognition will not be used where it causes distress.
- Escalating behaviour is met with de-escalation, reduced language and appropriate space.
- Consequences are never degrading, humiliating or discriminatory.

- Serious or repeated incidents prompt consideration of safeguarding, SEND assessment, pastoral support, risk assessment or an individual support plan.

Learning Behaviour

Learning Behaviour is any behaviour that promotes and enables good learning, or that disrupts or restricts learning. It may affect the pupil's own learning or the learning and safety of others. It applies in classrooms, assemblies, intervention groups, the library and every place where learning takes place.

Learn to Behave, Behave to Learn

Each class has a visual ladder that promotes the school's "Learn to Behave, Behave to Learn" ethos. Adults reinforce positive learning behaviours by moving pupils up the ladder and describing the behaviour being recognised, for example, focus, perseverance, cooperation or one of the Longleaze Learner Values.

The ladder typically has four or five tiers. Reaching the top provides visual recognition and may be accompanied by a further reward e.g. a sticker or other reward specific to the class. The ladder is a positive recognition system: pupils are not moved down it.

Behaviour curriculum and classroom management

- Staff greet pupils positively and establish predictable starts, transitions and endings.
- Routines are broken into teachable steps, modelled, practised and refreshed after breaks or when needs change.
- Instructions are clear, concise and accessible, using visual or non-verbal support where appropriate.
- Classrooms are calm, orderly and inclusive. Seating, sensory demands, communication and tasks are adjusted where reasonable.
- Staff intervene early in respect as required and their responses align to this policy.

Social Behaviour

Social Behaviour includes conduct that builds safe, respectful relationships and conduct that harms relationships or the wellbeing of others. It may occur anywhere in school, at playtimes, during wraparound care and trips and online.

Recognition of positive social behaviour

- Non-verbal signs and signals, such as a smile or thumbs up
- Specific verbal praise
- Certificates and stickers
- Headteacher or deputy headteacher recognition
- Phone calls, messages or postcards home
- Opportunities to contribute positively to the school community

Consequences and restorative responses

Poor social behaviour choices are addressed through a tiered response matched to severity, persistence, impact and context. The pupil is told which expectation was not met, the consequence or support being used, and what needs to happen next. Responses may include:

- A reminder, redirection or re-teaching of the routine
- A brief pause, change of place or supported regulation time
- Completion of missed or disrupted work
- A restorative conversation or action to repair harm
- Loss of a related privilege where reasonable and proportionate
- A supervised breaktime or lunchtime consequence
- Removal from a lesson for serious disruption, with education, supervision and reintegration planning
- Senior leadership involvement, parent contact, pastoral/SEND support or an individual plan
- Suspension or permanent exclusion in accordance with statutory guidance and the school's exclusions policy.

Blanket or collective punishments are not used. A consequence may be adapted where this is a reasonable adjustment, but harmful conduct is always addressed and safety remains paramount.

Behaviour Think Sheets

A consequence from the third tier may involve a Behaviour Think Sheet. This is completed at a suitable time and with adult support where needed. It helps the pupil identify what happened, who was affected, what could repair the harm and what strategy will be used next time. A Think Sheet is not used in a way that shames a pupil or requires written reflection beyond their developmental or communication ability.

Behaviour Tracking Sheets

Where closer monitoring is helpful, staff may use a Behaviour Tracking Sheet across lessons, playtimes and lunchtimes. Targets must be specific, attainable, time-limited and reviewed with the pupil and parents. Tracking is used to identify patterns and support needs, not simply to accumulate sanctions.

Behaviour Logs

Significant incidents are recorded on the school's agreed recording system for Behaviour Cpmos. Records include:

- Date, time and location
- Pupil(s) involved and factual details of the incident

- Known context, trigger or antecedent
- Impact, injury or damage
- De-escalation, support, consequence and restorative action
- Safeguarding or SEND action, where relevant
- Parent/carer contact
- Follow-up, review and reintegration arrangements.

Senior leaders analyse records for patterns, recurrence, locations, times, pupil need, equality impact and the effectiveness of interventions. Safeguarding concerns are also recorded and reported through the school's safeguarding system.

Bullying, discrimination and harmful behaviour

Bullying, discriminatory behaviour, sexual violence, sexual harassment, online abuse, prejudice-based language and child-on-child abuse are not tolerated. Staff act immediately, safeguard those affected, avoid dismissing behaviour as banter or an inevitable part of growing up, and follow the safeguarding and anti-bullying policies.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Not every characteristic applies to pupils in the same way, but the school promotes dignity and protects pupils, staff and families from discrimination and harassment.

- Incidents are recorded factually, including the type of prejudice or harm, action taken, pupil voice and outcome.
- Patterns and repeat incidents are reviewed by leaders and reported to governors in an anonymised form.
- Curriculum, pastoral, safeguarding and disciplinary responses may all be required.
- Support is provided to the pupil harmed and appropriate intervention is provided to the pupil responsible.

Pupil support, SEND, mental health and trauma

The school recognises its duties under the Equality Act 2010 and SEND law. Behaviour expectations remain high for all pupils, but staff will consider whether a pupil's SEND, disability, medical condition, communication profile, mental health, trauma or adverse experience contributed to the behaviour, and whether reasonable adjustments or further support are needed.

- Early identification of communication, cognition, sensory, SEMH or medical needs
- Graduated SEND support and, where appropriate, an Individual Support Plan or Positive Behaviour Support Plan
- Planned regulation or time-out arrangements in a supervised space
- Risk assessment and positive handling planning where foreseeable risk exists
- Trauma-responsive practice that avoids re-traumatisation and builds safety and trust
- Consultation with pupils and parents, adjusted to age and understanding
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- Referral to the SENCO, pastoral lead, educational psychology, health, social care, Wiltshire services or other agencies where appropriate.

Removal, sanction or exclusion must not be used as a substitute for appropriate support. Equally, SEND does not mean that unsafe behaviour is left unaddressed. The response will protect others, teach safer behaviour and meet legal duties.

Removal from classrooms and internal suspension

Removal from a classroom may be used following a serious disciplinary breach or where continuing disruption makes a calm, safe learning environment impossible. It is a serious response and is not used routinely for minor behaviour.

- The pupil remains supervised in a suitable setting and continues meaningful education as far as practicable.
- Time out that forms part of an agreed support strategy is distinguished from disciplinary removal.
- The reason, duration and outcome are recorded. Parents are informed where the removal is serious, repeated or forms part of an internal suspension.
- Leaders review repeated removal and consider SEND, safeguarding, pastoral assessment and additional support.
- Reintegration includes re-teaching expectations, repair where needed and a clear plan for successful return.
- A pupil is not placed in locked, unsupervised or punitive isolation. Any seclusion or restrictive intervention is governed by the below section.

Restrictive interventions, reasonable force and seclusion

Staff may use reasonable force only when it is lawful, necessary and proportionate, for example to prevent injury, serious damage, an offence or serious disorder. Force is never used as punishment. Staff should use prevention, communication, de-escalation and environmental adjustments first whenever this is practicable and safe.

- Only the minimum reasonable force is used for the shortest necessary time.
- The pupil's age, size, SEND, medical needs, trauma, communication and the risk of harm are considered.
- Where risk is foreseeable, an individual plan (pupil risk assessment) is created with the pupil and parents where possible and shared with relevant staff.
- Team Teach or other approved training supports safe practice, but in an emergency any member of staff may act within the law to prevent harm.
- Staff protect dignity, monitor breathing and physical wellbeing and seek first aid or medical attention when needed.
- Following an incident, the pupil and staff are offered appropriate support and a debrief, and the pupil is given an accessible opportunity to give their account. A written record is kept and parents are informed.

Recording and reporting

Every significant incident involving the use of force is recorded as soon as practicable. The record includes the circumstances, risks, de-escalation attempted, type and duration of intervention, witnesses, injury or damage, pupil response, medical attention, parent notification and follow-up. Parents are informed as soon as practicable on the same day unless doing so would be likely to result in significant harm to the pupil, in which case safeguarding procedures are followed and the reason is recorded.

Seclusion, meaning preventing a pupil from leaving a room or space of their own free will, is a restrictive intervention and is used only where lawful, necessary and proportionate to prevent an immediate risk of harm. It is never used as punishment, for staff convenience or because of inadequate staffing. Any use is continuously supervised, recorded, reported, reviewed and included in governing-board monitoring.

Searching, confiscation and prohibited items

Searching is conducted in line with DfE guidance, safeguarding duties and respect for the pupil's dignity and privacy. Staff may search a pupil or possessions with consent for any item. Only the headteacher or a member of staff authorised by the headteacher may carry out a search without consent, and only where the legal conditions are met.

Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article reasonably suspected to have been or be likely to be used to commit an offence, cause injury or damage property. The school also bans e-cigarettes/vapes, nicotine products, psychoactive substances and items identified in school rules as unsafe or seriously detrimental to discipline.

- Two members of staff should normally be present, including a same-sex member of staff where required by guidance, unless the risk is urgent and delay would cause harm.
- Before a search, staff explain the reason, seek cooperation and consider safeguarding, SEND and communication needs.
- The extent and location of a search are proportionate. Intimate searches are never conducted by school staff.
- Parents are informed where required and a record is made of searches for prohibited items and any search conducted without consent.
- Confiscated items are retained, returned, disposed of or passed to police in accordance with law and DfE guidance.
- If a device is searched or data is examined, staff act only within the powers and safeguards set out in current guidance and seek senior leadership advice.

Suspension and permanent exclusion

The school follows current DfE statutory guidance and its separate Suspension and Permanent Exclusion Policy. Only the headteacher, or the acting headteacher, can suspend or permanently exclude a pupil. Decisions are made on the civil standard of proof, are lawful, reasonable, fair and proportionate, and take account of safeguarding, SEND and equality duties.

- Suspension may be used where serious or persistent behaviour warrants removal from school. Permanent exclusion is a last resort for a serious breach or persistent breaches where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.
- The school does not use unofficial or informal exclusions. A pupil is not sent home to cool off unless this is formally recorded as a suspension.
- The headteacher considers contributing factors, early intervention, reasonable adjustments, support, alternatives and the views of relevant professionals.
- Parents, the governing board and local authority are notified as required. The pupil is supported to express their view.
- Education during suspension and the statutory arrangements from the sixth school day are provided as required.
- A reintegration strategy is offered following suspension. It is supportive, does not create a barrier to return and addresses learning, relationships, wellbeing and future success.
- Managed moves and off-site direction, where considered, follow statutory guidance, involve proper review and are never used to avoid exclusion duties or pressurise a family into removing a pupil.

Uniform and appearance

Pupils are expected to wear the correct school uniform. Uniform supports belonging, safety and readiness to learn. The school's Uniform and Appearance Policy sets out requirements for everyday uniform, PE kit, jewellery, footwear, hairstyles and reasonable adjustments. Any response to non-compliance is proportionate, sensitive to financial hardship, religion, culture, disability and other protected needs, and avoids excluding a pupil from education unnecessarily.

Electronic devices and mobile phones

Mobile phones and smart technology

Mobile phones and other smart technology with similar functionality are not used, seen or heard by pupils during the school day, including lessons, social times and school-organised activities, unless the headteacher has agreed a specific educational, medical, SEND or safeguarding exception. This establishes a phone-free school day.

Where a pupil needs a phone for travel safety, it must be switched off and handed to the school office for secure keeping at the start of the day, then collected at the end of the day. The school is not responsible for personal devices brought onto the premises except where liability arises in law.

Unauthorised devices may be confiscated. Parents will be informed and may be required to collect the device. Repeated or serious misuse, including recording, photographing, bullying, harassment, sharing harmful material or accessing inappropriate content, is addressed under behaviour, safeguarding and online safety procedures.

Other electronic devices

Personal music players, smart watches, cameras, tablets and gaming devices are not brought into or used in school unless specifically authorised. School-owned technology is used only in accordance with the acceptable use and online safety rules.

Behaviour outside school and online

The headteacher may apply this policy to non-criminal poor behaviour and bullying outside school that is witnessed by staff or reported to the school where the pupil is taking part in a school-organised activity, travelling to or from school, wearing uniform, otherwise identifiable as a Longleaze pupil, or where the behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil, staff member or the public, or adversely affect the school's reputation.

Online behaviour may be addressed where it affects pupils' safety, wellbeing, relationships or access to education. Staff preserve evidence where appropriate, report safeguarding concerns, work with parents and, where necessary, liaise with police or other agencies. Any school sanction is imposed while the pupil is under lawful control of staff, but protective and restorative action may extend beyond the immediate incident.

Liaison with parents and transitions

The school works closely with parents and carers to secure consistency, recognise progress and develop shared plans. Parents and pupils are offered opportunities to contribute to review of the policy and to individual support arrangements.

Transitions into school, between classes or key stages, to another school and into alternative provision are planned carefully for pupils who need additional support. Relevant welfare, safeguarding and SEND information is transferred securely and promptly in accordance with data-protection and safeguarding requirements. For dual-registered pupils or pupils attending alternative provision, a named school contact maintains regular liaison, monitors attendance, safety, progress and behaviour, and ensures concerns are shared.

Complaints and allegations

Concerns about the application of this policy should normally be raised first with the class teacher and then, if unresolved, with a senior leader. Formal complaints are managed under the school's published Complaints Policy. Complaints about suspension or exclusion follow the statutory route. Allegations that a member of staff used force or behaved inappropriately are handled under safeguarding and staff procedures, with pastoral support offered to those involved. The fact that a complaint is made does not by itself mean the use of force or a disciplinary decision was improper.

Training, monitoring and review

Staff who work directly with pupils receive induction and ongoing professional development appropriate to their role. This includes the behaviour curriculum, emotional coaching, de-escalation, restorative practice, SEND and disability, autism and ADHD, trauma-responsive

practice, safeguarding and child-on-child abuse, discriminatory incidents, searching and confiscation, and restrictive interventions where relevant.

- The headteacher and deputy headteacher monitor implementation, consistency and impact.
- Leaders review behaviour information at least termly, including serious incidents, bullying, discrimination, removal, internal suspension, suspension, exclusion, restrictive intervention, safeguarding links and support outcomes.
- Analysis considers disproportionality by SEND, disability, race, sex, age and other relevant pupil groups, without using protected characteristics to lower expectations or justify discrimination.
- The governing board receives anonymised information and seeks assurance about safety, legality, reasonable adjustments, staff training and policy effectiveness.
- Pupil, parent and staff feedback informs review.
- This policy is reviewed annually and sooner where guidance, legislation or school circumstances change.

Appendix 1: Emotional coaching prompt scripts

Recognise and label: "I can see that you are feeling _____. It is okay to feel _____. It is not okay to _____."

Boundary: "At Longleaze, we _____. Right now, I need you to _____."

Choice: "You can _____ or _____. I will help you get this right."

Restore: "Who has been affected? What needs to happen to put this right?"

Rehearse: "If this happens again, what could you do? Let's practise that now."

Reintegrate: "The incident has been dealt with. You are welcome back. Your next successful step is _____."

Appendix 2: Graduated response to behaviour

See school website and posters displayed in school.

Appendix 3: Recording checklist for serious incidents

- Use factual, neutral language and distinguish observation from interpretation.
- Record the pupil's words where relevant and appropriate.
- Identify antecedents, de-escalation, decisions, force used, injuries, medical attention and outcomes.
- Record safeguarding and SEND considerations, including reasonable adjustments.
- Record parent contact and the pupil's accessible opportunity to give their account.
- Set a named follow-up action and review date.

Appendix 4: Governor written statement of behaviour principles

- Every pupil and adult has the right to feel safe, respected and able to learn or work without disruption, bullying, harassment or discrimination.
- High expectations, explicit teaching and positive relationships are the foundations of good behaviour.
- Rules, recognition and consequences should be clear, fair, proportionate and consistently applied, with reasonable adjustments where required.
- Safeguarding is paramount. Behaviour may communicate unmet need or harm and must be considered in context without compromising safety.
- Suspension and permanent exclusion are lawful tools where necessary. Permanent exclusion is a last resort.
- Force is never used as punishment. Restrictive intervention is minimised, lawful, necessary, proportionate, recorded and reviewed.
- The school will listen to pupils and parents, support staff and monitor the impact of the policy on different groups.

Appendix 5: Related school documents

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy and Information Report
- Suspension and Permanent Exclusion Policy
- Attendance Policy
- Online Safety and Acceptable Use Policies
- Uniform and Appearance Policy
- Complaints Policy
- Staff Behaviour Policy / Code of Conduct
- Medical Conditions and Supporting Pupils with Medical Needs Policy
- Restrictive Physical Intervention / Positive Handling procedures

Reference guidance

The following official sources informed the September 2026 review. Links should be checked at each annual review to ensure the latest version is used.

- [DfE: Behaviour in schools](#)
- [DfE: Improving behaviour in schools collection](#)
- [DfE: Suspension and permanent exclusion](#)
- [DfE: Searching, screening and confiscation](#)
- [DfE: Restrictive interventions, including reasonable force](#)
- [DfE: Mobile phones in schools](#)
- [DfE: Keeping children safe in education](#)
- [DfE: SEND code of practice](#)