



Somers Heath Primary School

Behaviour Policy

Approved by:

Somers Heath Primary School

Date:

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This policy is the statement of principles, aims and strategies for the promotion of outstanding behaviour at Somers Heath Primary School.

Principles

Good behaviour is an essential condition for effective teaching and learning to take place. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school and well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

Everyone, children and adults, at Somers Heath Primary School have The Three Rights:

- The Right to Learn & Work
- The Right to Respect
- The Right to Safety

These expectations link in with our school core values of 'Responsible Citizens, Confident Individuals and Successful Learners'. Any behaviour which impacts upon these rights for anyone at Somers Heath Primary School, including those involved in the behaviour, is viewed as inappropriate. All staff at Somers Heath are responsible for fostering a culture of positive behaviour.

Code of Conduct

These points form the basis of our Home - School Agreement. This sets out how a positive relationship between home and school can support children and help them to be successful.

Staff & Governors

- Act as role models to the children, maintaining high standards in terms of behaviour and presentation, upholding British and School core values at all times.
- Promote regular and positive communication between home and school – informing parents in a timely manner concerns about behaviour, academic progress or uniform.
- Be consistent when approaching a behaviour incident and implement the behaviour policy consistently.
- Deliver an engaging curriculum at a level appropriate for the child's ability and needs.
- Insist upon high expectations in work and behaviour for all children.
- Record behaviour incidents on Arbor
- SLT will support in responding to behaviour incidents

Parents & Carers

- Model respect through interactions with children, parents and staff.
- Support the British and School core values.
- Ensure that children come to school on time and with the appropriate uniform and equipment, ready to learn.
- Promote regular and positive communication between home and school.
- Take an active and supportive role in their child's learning.
- Inform the school of any changes in circumstances that may affect a child's behaviour.

Children

- Have an open and tolerant approach to everyone irrespective of their differences to you.

- Take responsibility for your own behaviour.
- Ensure that the rights to respect, safety and learn are not broken for anyone in our school.
- Wear the correct uniform
- Treat school buildings and property with respect.
- Value your learning and do your best at all times.
- Listen to others and follow instructions.

Fostering positive behaviour

There are a number of ways in which we promote and celebrate positive behaviour for learning.

Greet at the door

Children are greeted at thresholds to the school and classroom. This enables adults to welcome students individually and builds rapport. It enables adults to monitor and control how children enter the school and classroom and contributes to a calm environment.

Pupil of the week – Each week a child from each class receives a certificate for showing one of the following behaviours which support learning:

- **Independence** (Settling into work quickly/avoiding distractions/responding to next steps)
- **Collaboration** (Working well with others/ asking for support if needed/ listening well)
- **Challenge** (Working hard/ challenging yourself/ motivated to do well)
- **Determination** (Showing perseverance/ never giving up/ celebrating mistakes)
- **Curiosity** (asking why?/posing questions/noticing patterns and connections)
- **Pride** (uniform and appearance/work/conduct around school)

Recognition board

Each week, there will be a class focus on behaviour. This can be social behaviours e.g. speaking politely/one voice at a time or may be around a learning behaviour e.g. collaboration – listening well etc. The focus of the behaviour must be discussed with the class to ensure 'buy in'.

The behaviour is noted at the top of the board at the front of the class. When a teacher or TA spots children showing the desired behaviour, they write their name on the board. Children can even be encouraged to nominate others to go on the board.

Names on the board **do not result in a prize or reward** but fosters a positive interdependence in the classroom – we are one team, heading in the same direction. The reward for being on the board is to be celebrated in front of the rest of the class for showing positive behaviour. This then strengthens the positive relationship between teacher and pupils. Finally, the positive recognition board enables teachers to pick up on the children doing the right thing who sometimes can be overlooked.

Notes home

If children produce a piece of work that the teacher would like to be celebrated at home, they can send the child home with a note-home (golden work). The senior leadership team also have note home cards which teachers can send their pupils to be celebrated further.

House Point system

To create a shared sense of responsibility and achievement, we operate a House point system. House points may be given for good work or being a good role model of the code of conduct. At the end of each half-term, the house with the most points receives an extended break and lunch time.

Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil's learning behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

Responding to pupils

It is a normal part of development, that on occasion, some children will test boundaries or show problem behaviours – behaviours that prevent their own right or the right of others to learn & work to respect or to safety. Children must be taught that disruptive and inappropriate behaviour will result in a consequence and this must be consistently applied by all staff.

This approach **aims to de-escalate lower-level behaviour incidents before they become more significant in a way that is positive and builds rapport**. It gives children the opportunity to change their behaviour whilst ensuring children learn there are consequences to negative behaviour that continues after a warning.

Some negative behaviours will result in a consequence without a warning. This is where the behaviour is more serious in nature and cannot be tolerated under any circumstance in school. This is to ensure a clear and consistent response to the child that these behaviours are unacceptable.

Low level redirection strategies and verbal warnings

In-class consequences

- Staff use least intrusive skills to redirect learning behaviour. (see appendix one)
- All members of the classroom community constantly support pupils to make appropriate choices so that they can manage their own behaviour positively.

Further consequences

It is preferred that the vast majority of Behaviour Consequences WILL be dealt with and followed by the Class Teacher. It is only in EXCEPTIONAL cases that the following will need to be used:

Lead teacher involvement.

Pupils will be referred to the year group's lead teacher (or different year lead if necessary) for serious behaviour issues. Pupil behaviour will be discussed and there are three likely outcomes:

A. Reflection time with Lead Teacher (using restorative conversation)

Pupil thinks of strategies to repair situation and report back at the end of the day.

B. Phone call or letter home

Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.

C. Parent/ Carer meeting - This may include reviewing and developing pupil targets or developing an individual behaviour Plan.

Each stage must be recorded on Arbor

Lunch/break

When staff on duty engage with children positively and pre-emptively, there is far less need to respond to negative behaviour reactively

Behaviour incidents at lunchtime or break time will be dealt with by the staff on duty. Staff have been trained to use emotional coaching a means to understand the negative behaviour and what emotion is causing it. Significant incidents should be reported to the class teacher but should not be transferred into class as learning behaviour should be seen as separate wherever possible (an immediate and proportional consequence of timeout on a bench is often sufficient enough).

Consistency of enacting the policy

During their time at school, some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support some pupils and alternative, more appropriate strategies will be deployed which may supersede any guidance within this policy. This will enable targeted support for key pupils. The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

This may include a report card and payback system (saved in the behaviour folder on Teams) or separate behaviour plan.

Behaviour reporting

Incidents that result in the need for lead teacher involvement must be logged on Arbor. Logging the incident on Arbor ensures that lead teachers/AHTs are able to track and monitor behaviour over time.

Any adaption of the behaviour policy to meet the needs of individual pupils must be agreed to by a member of SLT.

Exclusions (Fixed Term and Permanent)

If a pupil is excluded from the school this will be undertaken within the [DFE Exclusions Guidance](#). On return to the school a plan and strategies will be developed to support the pupil's successful reintegration into the classroom.

The Use of Physical Intervention

In order to maintain firm boundaries of acceptable learning behaviour and ensure the safety of all staff and pupils, it may be necessary at times to use approved methods of physical intervention with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted. Any physical intervention should be carried out by staff trained in safer handling and details should be recorded in the bound book.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- vapes, tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules, unless they are also prohibited items.

Racial & Sexual Discrimination & Harassment

- Discrimination – making a distinction between people based on race or gender and acting on that distinction to someone’s advantage or disadvantage.
- Harassment – behaving towards someone in a way that is unwelcome or hostile because of their race or gender. This can be verbal or physical attacks on a person or their property.

Acts of discrimination and harassment are contrary to our code of conduct. Such behaviours will be taken seriously and the behaviour policy followed. In addition, it will be reported by the class teacher on Arbor, SLT will be made aware and it will be reported to parents to discuss appropriate sanctions.

Bullying

Bullying is repeated behaviour which is designed to hurt someone emotionally or physically. Bullying is not acceptable. The school takes all complaints in these regards extremely seriously and events are investigated fully. For more information, please see the anti-bullying policy.

Monitoring and review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of reports on Arbor. This policy will be reviewed by staff on an annual basis.

Appendix 1

Strategies to help children make the right choices in their behaviour:

It is important that children recognise that they can play an important role in supporting children to make the right choices in their behaviour. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring of low level disruption
For short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
- Name reminder
Integrate name into teacher talk.
- 'We' statement reminder, using child's name, positive language and a 'thank you'
'NAME, we walk in the corridor thank you.'
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on learning behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour, do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.
'I need you to listen carefully and at the moment you are not. You can sit ... or I will give you a moment to decide.'
- Assertive comment / direction / command

Appendix 2

Understanding the root cause of negative behaviour

Understanding the root cause of negative behaviour is the most effective way of ensuring a pattern of negative behaviour does not emerge. It is the responsibility of the class teacher to identify this, with the support of the Senior Leadership Team if needed.

For example:

Behaviour	Possible root cause (not exhaustive)
Refusal to complete work	<ul style="list-style-type: none">• Child is unable to access the work• Child does not understand the purpose• Effort is not celebrated
Silliness when transitioning between sets/going out to break or lunch	<ul style="list-style-type: none">• Routines and expectations of transition are not consistent and embedded• Children who follow the routines consistently are not recognised• Attention is given to children being silly at the expense of those 'doing the right thing'.
Low-level disruption	<ul style="list-style-type: none">• The lesson is boring and un-engaging• The child is craving attention (negative attention is better than no attention)• Child is unable to access the work
Aggression	<ul style="list-style-type: none">• Embarrassment• Upset at an injustice• Fearful of a situation