

Barham Church of England Primary School



Behaviour & Discipline Policy

Reviewed	September 2026
Date of next review	September 2027

Policy statement

At Barham Church of England Primary School, behaviour is taught, modelled and reinforced so that everyone can feel safe, learn and flourish. Our Christian values of being kind, confident and curious sit alongside three simple rules: Be Ready, Be Respectful and Be Safe.

This policy applies during the school day, on educational visits, at clubs and activities, and within Kingfisher Club. It also applies to behaviour outside school where the law allows the school to respond.

This policy should be read alongside the school's Child Protection, Anti-Bullying, SEND, Attendance, Online Safety, Complaints, Restrictive Interventions and Suspension and Permanent Exclusion policies.

1. Purpose and principles

The purpose of this policy is to create a calm, safe and supportive environment in which pupils can learn, staff can teach and everyone is treated with dignity. The policy provides a simple and predictable approach to teaching positive behaviour, recognising success and responding when expectations are not met.

- We teach, model and practise the behaviour we expect.
- We build positive relationships and notice pupils who are meeting expectations.
- We respond to misbehaviour promptly, calmly, fairly and proportionately.
- We separate the pupil from the behaviour and provide a fresh start after an incident has been addressed.
- We consider individual circumstances, including SEND, disability, safeguarding, mental health, trauma and vulnerability.
- We do not use whole-class sanctions for the behaviour of an individual pupil.
- We never dismiss harmful or discriminatory behaviour as banter, part of growing up or having a laugh.

Our values	What they mean for behaviour
Kind	We care for others, use respectful words and help to put things right.
Confident	We make positive choices, speak honestly and seek help when needed.
Curious	We reflect, learn from mistakes and consider how our actions affect others.

2. Roles and responsibilities

The governing body

- Sets the school's behaviour principles and holds leaders to account for implementation and impact.
- Ensures the policy is published, reviewed and implemented consistently, and holds leaders to account for its impact.

The headteacher and senior leaders

- Establish and maintain a visible culture of high expectations, consistency and support.
- Ensure staff receive induction, regular training and appropriate support.
- Monitor behaviour information, identify patterns and ensure appropriate interventions are in place.
- Investigate serious incidents and determine lawful, fair and proportionate next steps.

All staff

- Meet, greet and welcome pupils; model calm, respectful and professional behaviour.
- Teach and reinforce the school rules, routines and Christian values.
- Use positive recognition deliberately and address misbehaviour rather than walking past it.
- Apply the Behaviour Pathway consistently, using professional judgement and reasonable adjustments where needed.
- Record significant incidents accurately and promptly on CPOMS.

Pupils

- Follow the school rules: Be Ready, Be Respectful and Be Safe.
- Treat others with kindness, take responsibility for choices and engage in repair where appropriate.
- Share their views about behaviour and ask for help when they need it.

Parents and carers

- Support the school's expectations and reinforce them at home as appropriate.
- Work in partnership with staff, attend meetings when requested and support agreed plans.
- Raise concerns directly with the school while continuing to support the policy.

3. The Barham behaviour curriculum

Behaviour is part of the curriculum. Expectations are explicitly taught, modelled, practised and revisited, particularly at the start of each year, after holidays and when routines need refreshing. New pupils receive an induction and pupils receive re-induction where needed.

Rule	What this looks like
Be Ready	Arrive promptly; listen and focus; have what you need; try hard; respond to signals and transitions; wear the correct uniform.
Be Respectful	Use kind and appropriate language; follow instructions; listen to others; respect people, property, difference and the environment; be honest and polite.
Be Safe	Keep hands, feet and objects safe; use equipment correctly; move calmly around school; avoid rough or dangerous play; follow safety instructions.

Visible consistencies and relentless routines

- Daily meet, greet and smile
- Wonderful walking
- Expected behaviours praised first
- Staff accompany children to and from the playground/lunch
- Zones of Regulation check-in
- Daily reinforcement of the school values: kind, confident and curious
- Praise in public; remind in private
- Countdown from five and consistent language

4. Recognition and rewards

Recognition reinforces the behaviour we want to see. Staff are specific about what has been noticed and link praise to the school rules or Christian values. Recognition may include:

Verbal and non-verbal praise	House points
Headteacher awards	Class-based rewards
Stars of the Week	Certificates and positive contact with home

Recognition celebrates effort, conduct, improvement and contribution. It does not replace the explicit teaching of expected behaviour.

5. Responding to behaviour

When misbehaviour occurs, the first priority is safety and the restoration of a calm environment. Staff respond predictably, promptly and assertively, without shouting, sarcasm, humiliation or confrontation. Responses should help pupils understand what happened, return to learning and reduce the likelihood of recurrence.

Early intervention and de-escalation

- Non-verbal cue, proximity or redirection
- Reminder of the relevant rule or routine
- Positive framing and a clear choice
- Change of seat, movement break or support from another adult
- Time and space to regulate or use of an agreed safe space
- A brief reset-and-return conversation

Consistent microscripts

I noticed you are... • It was the rule about ... that you broke. • You have chosen to... • Do you remember last week when you...? • Thank you for listening.

Consequences and follow-up

Consequences are selected using professional judgement and must be lawful, reasonable and proportionate. They should be connected to the behaviour where possible. Depending on the circumstances, consequences may include completing missed learning, a short supervised detention at break or lunchtime, repairing damage, a restorative action, temporary removal from an activity, loss of a privilege, parent contact or an individual behaviour plan.

- Pupils must retain reasonable time to eat, drink, use the toilet, take medication and access necessary support.
- Removal from a classroom for serious disciplinary reasons is a serious sanction. It is used for a limited period in a suitable supervised setting and education continues wherever practicable.
- A pupil must not be sent home, placed on a reduced timetable or asked to learn remotely for disciplinary reasons. Any formal removal from school follows the separate Suspension and Permanent Exclusion Policy or another lawful arrangement.

6. The Behaviour Pathway

The pathway provides a consistent structure. Staff may move directly to a later stage where behaviour is serious, unsafe or presents a safeguarding concern. The response is adapted where reasonable adjustments or an individual plan apply.

1. Rule reminder	A calm reminder of the relevant rule and the behaviour expected.
2. Warning	A clear warning that the behaviour must stop and what will happen if it continues.
3. Calming time/Time out	Time in an agreed, supervised space to regulate and prepare to return. This is not seclusion and the pupil must not be locked in a room.
4. Consequence and Follow up	A proportionate consequence, followed by a brief conversation or restorative action where appropriate.
5. Parent and Senior Leadership Team (SLT) Involvement	Parents are informed or invited to meet; SLT supports investigation, planning and next steps.
6. Individual Behaviour Plan	A personalised plan with clear targets, adjustments, support, review arrangements and pupil/parent involvement.
7. Suspension or Permanent Exclusion	Only the headteacher may use these formal sanctions. The separate Suspension and Permanent Exclusion Policy applies.

Restorative follow-up

A restorative conversation is used when it will help repair harm, rebuild trust or prevent recurrence. It is not required after every minor incident and must not be used to pressure a pupil to apologise or meet another pupil before they are ready.

What happened?	What were you feeling at the time?
What have you felt since?	How did this affect other people?

Who has been affected?	What needs to happen to put things right?
How can we do things differently next time?	

7. Serious incidents and safeguarding

Serious incidents are referred promptly to SLT and investigated fairly. Safeguarding concerns are reported immediately to the Designated Safeguarding Lead in accordance with the Child Protection Policy. Examples include:

- Intentional physical assault or conduct likely to cause significant harm
- Threatening or abusive behaviour towards a pupil or adult
- Bullying, including online bullying
- Racist, sexist, homophobic, biphobic, transphobic, disability-related, faith-based or other discriminatory behaviour
- Sexual harassment, sexual violence or harmful sexual behaviour
- Possession, use or threatened use of a weapon or dangerous item
- Deliberate significant damage, theft, serious disruption or leaving the school site without permission
- Persistent refusal or repeated serious breaches of this policy

The school considers the needs and wishes of pupils who have been harmed, pupils whose behaviour is being investigated and other affected pupils. Safeguarding support may continue alongside a disciplinary response. Police or other agencies are contacted where appropriate.

8. Recording and monitoring

Significant incidents are recorded on CPOMS promptly, factually and without emotive language. Records should include the behaviour observed, context, action taken, injuries or damage, witnesses, follow-up and parent contact. The following are recorded:

- Significant incidents reaching calming time/time out, or repeated incidents forming a pattern
- Serious incidents, bullying or suspected bullying
- Discriminatory incidents and child-on-child abuse
- Sexual harassment, sexual violence or harmful sexual behaviour
- Intentional injury or assault, deliberate damage or theft
- Incidents relevant to SEND, safeguarding, Family Help or multi-agency work
- Searches for statutory prohibited items and any use of restrictive intervention under the separate policy

SLT reviews information to identify patterns by pupil, group, location, time and type of incident. Data is used to plan support, evaluate practice and check for disproportionality, including in relation to SEND, race, sex, disability and other protected characteristics.

9. SEND, disability and vulnerability

The school has high expectations for all pupils while recognising that some pupils need additional teaching, support or reasonable adjustments to meet them. Before deciding a response, staff consider whether the pupil understood the rule, whether SEND or disability affected their ability to act differently, whether there are unmet needs and whether reasonable adjustments are required.

- Adapted language, visual prompts or reduced verbal demand
- Planned regulation breaks or access to a safe space
- Changes to seating, transition or the sensory environment
- A personalised behaviour or regulation plan
- Support from the SENCO, pastoral staff or external agencies
- Early review of provision where behaviour may indicate an unmet need

SEND or vulnerability does not prevent the school from responding to unsafe or harmful behaviour. It requires the school to act lawfully, make reasonable adjustments and ensure support is appropriate.

10. Behaviour outside school and in extended provision

The school may respond to misbehaviour outside the premises, including online behaviour, where it is reasonable to do so. This includes behaviour during school activities, while travelling to or from school, while wearing uniform or

otherwise identifiable as a pupil, or behaviour that threatens another person, disrupts school life or could adversely affect the school's reputation.

The same expectations apply to educational visits, after-school clubs and Kingfisher Club. Where behaviour makes participation in a voluntary club unsafe or unmanageable, arrangements may be reviewed with parents following appropriate support and warnings.

11. Mobile phones, banned items, searching and confiscation

Mobile phones and smart technology

From September 2026, the school follows the statutory guidance requiring a mobile phone-free environment throughout the school day. Pupils must not use or access mobile phones, smart watches or other smart technology with similar communication, notification, recording or messaging functions during lessons, transitions, breaktimes or lunchtime.

- Any device brought to school must be switched off and stored in accordance with the school's published arrangements.
- Parents who need to contact a child during the day should contact the school office.
- A device used or heard in breach of the rules may be confiscated as a proportionate sanction and returned in accordance with school arrangements.
- Reasonable adjustments or agreed adaptations will be made where needed for disability, medical conditions or exceptional individual circumstances.

Banned items

The following items are banned and may be searched for in accordance with the law and Department for Education guidance:

- knives and weapons; alcohol; illegal drugs; stolen items
- any article reasonably suspected to have been, or likely to be, used to commit an offence or to cause injury or property damage
- tobacco, cigarette papers, e-cigarettes and vapes; fireworks; pornographic images
- mobile phones or smart technology where there are reasonable grounds to suspect use or possession contrary to the school's published arrangements
- any other item the headteacher identifies as dangerous or detrimental to maintaining a safe and orderly environment

Searching and confiscation

Only the headteacher or a member of staff authorised by the headteacher may conduct a search. Searches and confiscation are carried out in accordance with the current Department for Education guidance and the law. Staff safeguard the pupil's dignity, privacy and welfare and consider age, SEND, communication needs and safeguarding risks. The DSL is informed of searches for statutory prohibited items and whenever a search identifies a safeguarding concern. Parents are informed as required by the guidance.

12. Suspension and permanent exclusion

Only the headteacher or a formally appointed acting headteacher may decide a suspension or permanent exclusion. The separate Suspension and Permanent Exclusion Policy sets out the decision-making, notification, education, reintegration, governing-body review and pupil-movement procedures required by current law and statutory guidance.

13. Restrictive interventions

Detailed guidance on restrictive interventions and the use of reasonable force is contained in the school's separate Restrictive Interventions and Reasonable Force Policy. That policy reflects the Department for Education guidance effective from 1 April 2026. This behaviour policy does not duplicate those procedures.

14. Monitoring, publication and review

SLT monitors implementation through learning walks, staff and pupil feedback, CPOMS information, safeguarding records and attendance data. Leaders review whether the policy is applied consistently and whether any group is

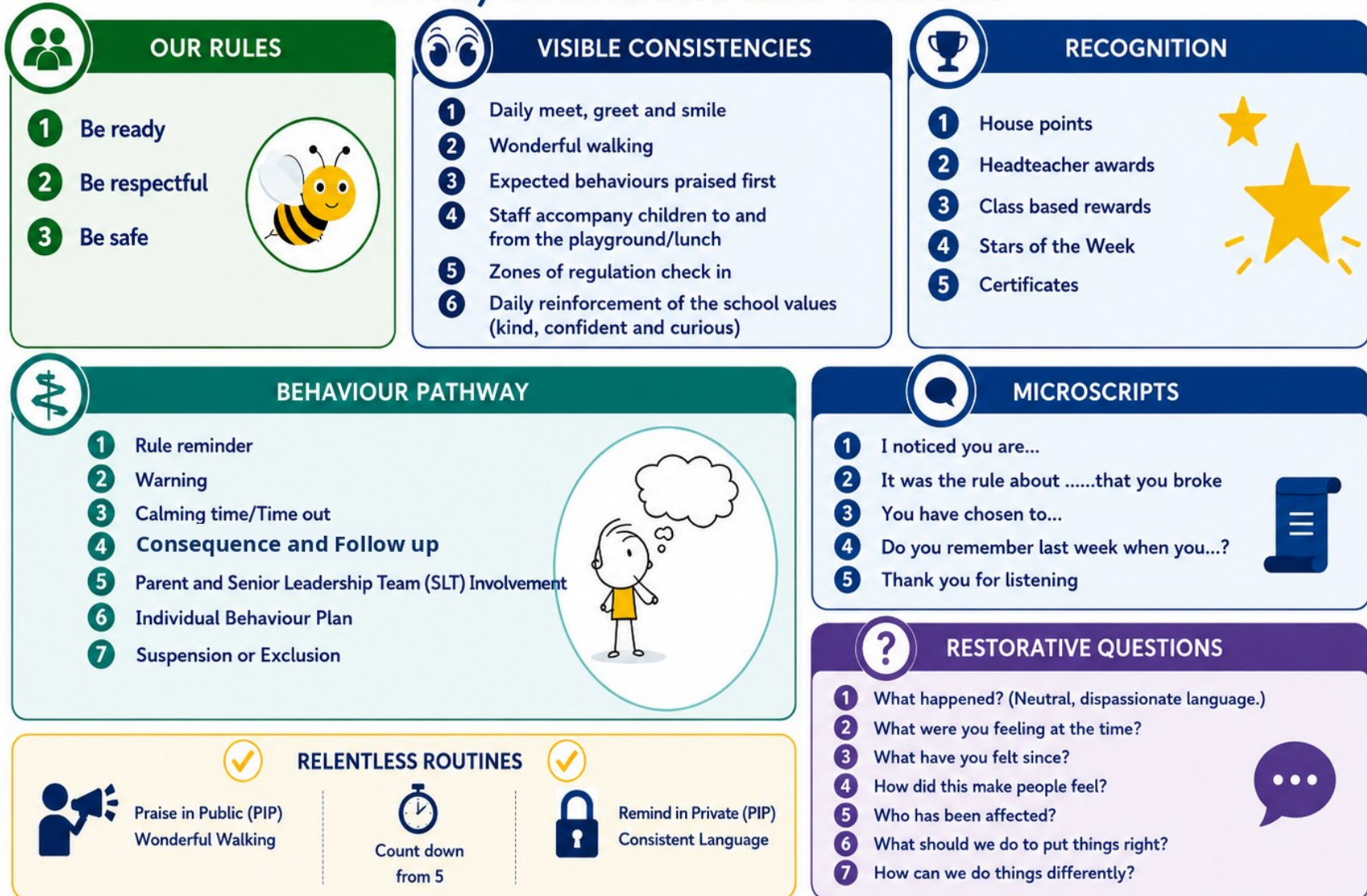
disproportionately affected. The headteacher publicises the policy to pupils, staff and parents and the policy is published on the school website. The governing body reviews the policy annually or sooner if legislation or statutory guidance changes.

Legal and statutory framework

Education and Inspections Act 2006	Education Act 1996
Equality Act 2010	Children and Families Act 2014 and SEND Code of Practice
DfE Behaviour in Schools (February 2024)	DfE Searching, Screening and Confiscation (July 2022; current page updated July 2023)
DfE Mobile Phones in Schools (statutory from September 2026)	Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026
DfE Restrictive Interventions, including Reasonable Force (from 1 April 2026; separate school policy)	DfE Mental health and behaviour in schools

The Barham Way

kind, confident and curious



The written wording in section 6 is definitive if a visual version requires correction or updating.