



## BEHAVIOUR POLICY

### SEPTEMBER 2026

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#### Version Control

| Review Date       | Updates                                    |
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| V1 July 2025      | Review of legislation and guidance         |
| V2 September 2026 | Review of legislation and relevant updates |

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## Introduction & Aims

Saltburn Primary School is dedicated to ensuring that our school environment supports the learning and the wellbeing of pupils and staff. Ensuring effective routines, respect and relationships are the foundations of our community, and we work hard to provide a safe environment where pupils feel included in every aspect of school life.

This policy supports the Department for Education's 'Behaviour in schools' publication 2022 by "ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values" and that "pupils learn in a calm, orderly, safe and supportive environment and protect them from disruption".

Saltburn Primary School promotes good behaviour and self-discipline to ensure that our pupils grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all pupils to thrive.

We have high aspirations for everyone in our school family and our core values are to be – Proud, Inclusive, Safe, Responsible, Respectful and Resilient. They are embodied in the following principles, which we collectively refer to as our 'Saltburn Standards'.

- We will value everyone and everything in our school community
- We will be polite to everyone and always use good manners
- We will walk quietly and sensibly around the school (slowly, silently, sensibly)
- We will respect each other people's differences
- We will listen to the ideas and opinions of others
- We will wear our school uniform with pride.
- We will show kindness and consideration to everyone
- We will be proactive in ensuring that our environment has no litter or damage and be clean or tidy.
- We will be resilient and never give up!

At Saltburn Primary School we take our role to prepare our children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed, and lived through the ethos and work of our school. We want the children in our care to be independent, respectful of themselves and others in our school, our local community and the wider world. We aim to support and prepare every child to make a positive contribution to our rapidly changing society.

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (DfE, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026)
- Searching, Screening and Confiscation (DfE, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026)

- Keeping Children Safe in Education (DfE 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010)

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

## Key Principles

Our key principles include:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

## Wellbeing & SEMH

To help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH) needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. We promote resilience through culture and ethos, teaching, and community engagement. Staff are trained to recognise the impact of adverse childhood experiences and to support pupils accordingly.

**Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

**Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

**Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

## Children with individual needs

Saltburn Primary School recognises its legal duty under the Equality Act to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENCo. If a child is not already on the SEN register, the SENCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Roles and Responsibilities

| Role                              | Responsibilities                                                                 |
|-----------------------------------|----------------------------------------------------------------------------------|
| <b>Trust Board</b>                | Reviews behaviour policy impact.                                                 |
| <b>CEO</b>                        | Ensures systems are in place and policy is reviewed.                             |
| <b>Local Governance Committee</b> | Approves and monitors the policy.                                                |
| <b>Headteacher/SLT</b>            | Ensure consistent implementation, staff training, accurate record keeping.       |
| <b>Staff</b>                      | Apply policy consistently, model positive behaviour, maintain high expectations. |
| <b>Pupils</b>                     | Be ready, respectful and safe; take responsibility for actions.                  |
| <b>Parents</b>                    | Support school values and policies; ensure pupils are ready to learn.            |

## Local Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

## Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying

and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies.

At Saltburn Primary we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

## Definitions of Misbehaviour

Poor behaviour is considered as being anything that does not meet the expectations. Examples include:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour can include but is not limited to:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. These are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Substances identified as 'legal highs'
- Stolen items
- Tobacco and cigarette papers
- Mobile phones
- Fireworks
- Pornographic images
- Other potentially harmful materials which cannot immediately be identified
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Behaviour incidents are recorded via CPOMS. Data and approaches are regularly monitored to identify patterns and inform practice, with behaviour regularly reviewed at Local Governance Committee meetings. Saltburn Primary recognises the importance of involving pupils in developing a positive behaviour culture and values pupil voice to inform ongoing improvements to our approach. Where appropriate, restorative conversations and restorative meetings are used to rebuild relationships and support pupils to reflect on their behaviour.

## Lunchtime and breaktime behaviour

During lunchtimes, pupils must follow the behaviour code to ensure the safety of everyone. If the behaviour code is not followed, sanctions will be imposed by staff which may include a warning, time out, sent indoors to staff. If a child persistently misbehaves at lunch times, then a lunchtime plan may be put into place for the pupil e.g. 20/20/20. (20 minutes' lunch hall, 20 minutes outside supervised and 20 minutes in a lunch club/under staff supervision).

At lunchtime, supervision is carried out by a team of mid – day supervisors and our Learning Support Assistants who are familiar to the children. The staff on duty are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5-minute time out. Senior members of staff will be on duty to be called upon if necessary for more serious incidents.

## Saltburn Primary School Code of Conduct

We promote our code of conduct, school rules and expected standards through staff training, the school website, school assemblies, around the school building and in every classroom.

As a school we expect that children will:

- Be polite.
- Walk in the school building. Slowly, Silently, Sensibly
- Talk quietly using 'indoor voices'
- Work co-operatively where appropriate
- Take care of the belongings and respect those of others.
- Not interrupt when others are speaking.
- Hold the door open when appropriate.
- Allow adults or younger children to pass first.
- Keep the whole school environment clean and tidy.
- Be proud of their school.
- To remember that when out of school our reputation depends on the way we behave.
- To develop an understanding and respect for other's opinions.
- To share their problems before the end of the day so we attempt to solve them before the day ends.
- Follow our 'Quality Audience 3 2 1 0' (raised hand) pay attention guide

## Promoting Positive Behaviour

We support positive relationships in our setting supporting children, recognising their individual needs and working with parents and external agencies where necessary.

Our Early Year's curriculum is designed to support children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and those of others, as well as beginning to regulate their behaviour. We support children to do this by using consistent approaches, structure and routine, as well as working together with parents. We help build confidence and self-esteem by valuing all children and praising and encouraging, as well as following our Saltburn Standards.

Our classroom charters are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age appropriate. We involve children in the process of setting the charter/rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour, for example, by physically hurting another child or adult e.g., pushing or through verbal attack, are helped to talk through their feelings and actions. Children are encouraged to apologise where and when appropriate. We make sure that the children are comforted having been on the receiving end of hurt. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

## Suspensions and Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE July 2026). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. The Local Governance Committee will consider the reinstatement of a pupil within the statutory timeframe. For fixed-period suspensions totalling more than 15 school days in a term, or for any permanent exclusion, the Committee will meet within 15 school days of receiving notice. For suspensions totalling more than 5 but not more than 15 school days, if requested by parents/carers, the Committee will meet within 50 school days. Parents/carers are informed in writing of their right to attend, make representations and be accompanied at such meetings.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

### **Temporary Separation from School Premises for Safeguarding Reasons**

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where it is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the local governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

## Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

## Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

## Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

## Use of Reasonable Force and Restrictive Interventions

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education 2026.

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law including knives, drugs, alcohol, mobile phones, stolen or harmful items. Confiscated items will be dealt with in line with statutory guidance. Relevant staff attend restrictive intervention training and are therefore able to use restrictive intervention techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

Saltburn school recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Saltburn school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Saltburn school does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare

- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Saltburn school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

## Mobile Phones & Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes or issued by school for educational purposes). Devices will be confiscated if seen in school and parents/carers will be asked to collect from the main office. All parents and carers need to write to the Headteacher to ask for their child to bring a mobile phone into school. All mobile phones are handed in to the class teacher at the start of the day and handed out at hometime.

Through our PSHE curriculum pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.

## Safety on site

Pupils/adults are not permitted to ride scooters, tricycles, or use skateboards anywhere on the school site to ensure the safety of all persons on site.

## Rewards

A wide range of positive strategies are used to encourage children to behave well with staff highlighting all aspects worthy or praise academically and behaviourally. These include, but are not limited to;

### Y1-6

- (Nursery) Star cards & sticker rewards
- (Reception) Children receive individual stickers, classroom rewards and recognition of good work and positive behaviour. Star cards reward system (see EYFS policy)

- Star of the week
- Celebration Assembly (weekly)
- Certificates and stickers
- House Points system – Catnab, Hazelgrove, Riftswood & Valley Gardens
- Curriculum rewards
- Praise postcards

These are awarded to celebrate outstanding achievement in work, behaviour or attitude and improved positive behaviour.

- High quality academic work.
- Excellent effort
- Excellent behaviour
- Improved work effort or behaviour
- Care, consideration and kindness towards others
- Positive occurrences / behaviour for pupils with Behaviour Plans / expectations.
- Providing excellent examples of following the 'Saltburn Standards'

## Whole School Approach (Reception-Y6) – House Team Reward System Saltburn Houses

Each pupil from Reception to Year 6 is sorted into one of four houses named after different locations in Saltburn. At Saltburn Primary School, we firmly believe that working as part of a house encourages a team ethos across the school and allows children of all ages to have a common goal of achievement. Each house has an assigned colour (shown below). These colours help to differentiate the different houses during whole-school events e.g., Sport's Day.

Our Houses are:

1. Rifts Wood
2. Valley Gardens
3. Cat Nab
4. Hazel Grove

## House Points and Rewards

House points are rewarded to pupils and an incentive for positive behaviour, hard work, determination, resilience, perseverance and showing enthusiasm towards learning. When a pupil is awarded an amount of house points, they record their points on their class house point tally chart and receive a house point token with the value of 1 house point (HP). Pupils save up their house point tokens to spend in their class 'House Point Shop', where they can choose from a list of rewards worth different values.

As an extra incentive, if a pupil goes above and beyond our school expectations, they have the opportunity to earn a golden house point token, which is worth 5HP. Each house point soon adds up!

For each separate phase, house points are counted on a weekly basis by our school House Captains. Houses are then awarded a number of special house point coins for 1st, 2nd, 3rd and 4th place, where are inserted into a slot for each house displayed in the school hall.

Phase 1: Reception, Year 1, Year 2 and Year 3      Phase 2: Year 4, Year 5 and Year 6  
1st = 20 coins    2nd = 15 coins    3rd = 10 coins    4th = 5 coins

At the end of every term, the house with the most coins receives a house reward for all pupils in the winning house.

## Star of the Week

Each class teacher awards a 'Star of the Week' certificate, which is presented by the Headteacher in the 'Celebration Assembly'. The certificates awarded have a personalised comment from the pupil's class teacher stating the reason a pupil has been chosen as the 'Star of the Week'

Certificates are awarded for:

- Some outstanding achievement in work, behaviour or attitude.
- Improved positive behaviour
- Positive behaviour
- Hard work
- Determination
- Resilience
- Perseverance
- Showing enthusiasm towards learning

## Positive Behaviour Plan: Steps and Sanctions Information

Sanctions will be imposed if children do not comply with acceptable standards of behaviour. We follow a 5-step behaviour system which is visible in all classrooms. The 5 behaviour steps are displayed in all classes and strictly followed. If a child is choosing to break a rule or failing to follow an instruction, action is taken and the incident recorded.

### Our Step Procedure across school: EYFS

We recognise that children within early years need a simplified version of our steps procedure to ensure all children understand the expectations for behaviour and the sanctions in place.

This has been condensed down to just 3 steps.

- Step 1: Verbal reminder given by class teacher
- Step 2: Reflection time – time to reflect and calm in a quiet space
- Step 3: Change of place/adult – time to talk and opportunity to calm with Mr Dalton (EYFS Lead)

## KS1 & KS2

- Step 1: Verbal reminder from class teacher
- Step 2: Move seat within their classroom
- Step 3: Move room to partner teacher, inform parents and record on CPOMS
- Step 4: Move room to named adult, inform parents, record on CPOMS
- Step 5: Sent to Headteacher. Step usually 5 given for all serious incidents (e.g. fighting, racism, swearing etc.) Parents are informed and incident recorded on CPOMS.

Steps posters are displayed from year 1 – year 6 in every classroom and every class teacher is expected to follow the steps procedure for consistency across school. Major breaches of discipline include but are not limited to physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare, and it is the responsibility of the Headteacher or Assistant Headteacher, who will deal with it.

Behaviour cards are effective in tracking pupil behaviour and identifying trigger times of day / lessons for behaviour incidents enabling staff to support the pupil.