TOYNTON-ALL-SAINTS PRIMARY SCHOOL

Behaviour Policy

2026-27

Policy owner	Headteacher
Approval body	Governing Body
Date approved	
Next review due	September 2027
Related statement	Behaviour Principles Written Statement

This policy should be read alongside the school safeguarding, SEND, attendance, anti-bullying, online safety, complaints and supporting pupils with medical conditions policies.

Contents

1. Purpose and statutory framework

2. Aims

3. Toynton Expectations and school rules

4. Roles and responsibilities

5. Teaching and supporting positive behaviour

6. Responding to behaviour

7. Rewards

8. Sanctions and the staged response

9. Removal, suspension and permanent exclusion

10. Searching, screening and confiscation

11. Reasonable force and physical intervention

12. Bullying, discrimination and child-on-child abuse

13. Behaviour outside school and online

14. Attendance, punctuality, uniform and mobile phones

15. Complaints, monitoring and review

1. Purpose and statutory framework

Toynton All Saints Primary School is committed to providing a calm, safe, supportive and inclusive environment in which pupils can learn, flourish and feel that they belong. Cooperation, support and respect underpin school life. This policy explains the behaviour expected from pupils, how positive behaviour is taught and recognised, the support and interventions used when pupils find expectations difficult, and the proportionate sanctions that may be applied.

The policy applies during the school day, on school premises, during school-organised or school-related activities, when pupils travel to and from school, and in other circumstances where behaviour may affect the orderly running or reputation of the school or the safety and wellbeing of members of the school community.

The policy has regard to sections 88 to 94 of the Education and Inspections Act 2006, the Equality Act 2010, the Children and Families Act 2014, current Department for Education guidance on behaviour in schools, searching and confiscation, use of reasonable force, and suspension and permanent exclusion. The school will also follow current safeguarding guidance and locally agreed procedures.

Safeguarding
Behaviour may be an indicator of an unmet need or a safeguarding concern. Staff will respond with professional curiosity, record and report concerns through the school safeguarding system, and involve the Designated Safeguarding Lead where appropriate.

2. Aims

- set high, clear and consistent expectations for conduct and learning;
- ensure pupils understand the school rules, routines, rewards and consequences;
- promote self-discipline, responsibility, respect and positive relationships;
- protect pupils and staff from disruption, bullying, discrimination, intimidation, violence and abuse;
- apply responses fairly, consistently and proportionately, taking account of individual circumstances;
- identify and address unmet needs, including SEND, disability, mental health and pastoral needs;
- work constructively with parents and carers; and
- monitor the impact of the policy and address any patterns or disproportionality.

3. Toynton Expectations and school rules

Everyone is expected to make fair and responsible choices. The Toynton Expectations are displayed, taught, modelled and revisited through lessons, assemblies, routines and conversations with pupils.

We expect fair and responsible choices:

1. To be gentle.
2. To be kind and helpful.
3. To work hard.
4. To look after property.
5. To listen to people.
6. To be honest.

This is shared with the school community through The Toynton 10.

The Toynton 10

Show kindness with your actions and words	Be responsible
Listen well	Be honest
Show respect for people and things	Be reflective
Try your hardest all of the time	Be positive
Move quietly and calmly around school	Be here on time

These expectations apply to pupils, staff, volunteers and visitors. Adults model calm, respectful and professional conduct and do not humiliate, denigrate or discriminate against pupils or colleagues.

Prohibited and unsafe items

Pupils must not bring items that are illegal, unsafe, inappropriate for primary-aged children, or prohibited by the school. These include:

- knives, weapons or items intended to be used as weapons;
- alcohol, illegal drugs, controlled substances or substances intended for misuse;
- tobacco, cigarettes, e-cigarettes, matches, lighters or fireworks;
- stolen items;
- pornographic or otherwise age-inappropriate material;
- unauthorised recording devices; and
- any item reasonably suspected to have been, or likely to be, used to commit an offence, cause injury or damage property.

Medication must be managed in accordance with the school policy for supporting pupils with medical conditions. Parents and carers must provide the school with the required information and medication must not be shared.

4. Roles and responsibilities

The Governing Body

- sets and reviews the written statement of behaviour principles;
- ensures that the school pursues policies designed to promote good behaviour and discipline;
- holds leaders to account for implementation and impact; and
- reviews behaviour, suspension, exclusion and safeguarding information, including patterns affecting vulnerable groups.

The Headteacher and senior leaders

- determine and implement measures that secure acceptable standards of behaviour;
- ensure expectations are communicated, understood and applied consistently;
- ensure staff receive suitable induction, training and support;
- oversee safeguarding, searching, physical intervention, removal and serious sanctions;
- ensure records are accurate and reviewed; and

- work with pupils, parents, staff, governors and external professionals where appropriate.

Staff

- teach and model expected behaviour and routines;
- respond calmly, promptly, predictably and proportionately;
- recognise positive conduct and apply the agreed staged response;
- make reasonable adjustments and implement agreed pupil support plans;
- record significant incidents and safeguarding concerns on the school system; and
- communicate with parents and seek support from senior leaders or the SENDCo when needed.

Pupils

- follow the Toynton Expectations and reasonable instructions from adults;
- allow others to learn and feel safe;
- treat people, property and the environment with respect;
- accept support and reflect on the impact of choices; and
- report bullying, discrimination, unsafe behaviour or concerns to a trusted adult.

Parents and carers

- support the school's expectations and authority to manage behaviour;
- ensure pupils attend punctually, properly equipped and in the required uniform;
- share information about needs or circumstances that may affect behaviour;
- work with staff and attend meetings when requested; and
- raise concerns through appropriate school procedures rather than through confrontation or social media.

5. Teaching and supporting positive behaviour

Positive behaviour is explicitly taught rather than assumed. Staff establish predictable routines, use positive language, explain what successful behaviour looks like, recognise effort and improvement, and provide opportunities for pupils to repair relationships and learn from incidents.

The school recognises that persistent or sudden changes in behaviour may indicate unmet educational, communication, sensory, social, emotional, mental health or safeguarding needs. General and targeted support may include:

- clearer routines, visual prompts, pre-teaching and check-ins;
- adjustments to the environment, task or adult support;
- ELSA or pastoral support;
- mentoring, coaching, social communication or emotional-regulation work;
- a Pupil Support Plan, behaviour plan or risk assessment;
- SENDCo involvement and review of provision;
- planned movement or regulation breaks;
- restorative work and supported reintegration; and
- advice from external professionals or agencies.

Under the Equality Act 2010, the school will make reasonable adjustments for disabled pupils. Staff will consider whether SEND or disability contributed to behaviour, whether appropriate provision was in place, and whether an adjustment to the response is required. An adjustment does not mean that unsafe or harmful behaviour is ignored; it means that the response remains lawful, fair and effective.

6. Responding to behaviour

A response may serve one or more purposes: to deter repetition, protect people and learning, and help a pupil understand and improve behaviour. Staff will consider the nature, severity, frequency and impact of the behaviour; the pupil's age and understanding; relevant SEND, disability, safeguarding or pastoral factors; the actions already taken; and the need for consistency and fairness.

De-escalation first
Where it is safe and appropriate, adults use calm language, clear choices, limited verbal interaction, reasonable take-up time and access to agreed regulation strategies. Immediate safety takes priority.

Following a significant incident, staff will check the wellbeing of those affected, record the incident, inform relevant leaders and parents, consider safeguarding implications, apply a proportionate response and identify any support needed to prevent recurrence.

7. Rewards

The school recognises and celebrates responsible choices, effort, improvement, kindness, achievement and contribution. All pupils should have meaningful opportunities to experience success.

- specific verbal praise and positive feedback;
- House points linked to the school's values and expectations;
- stickers, certificates and recognition from the Headteacher;
- celebration assembly;
- positive messages or conversations with parents and carers; and
- class or whole-school recognition appropriate to pupils' age and achievement.

8. Sanctions

Sanctions are never used to humiliate pupils. They are proportionate, reasonable, explained clearly and followed by an opportunity to reset, repair and rejoin learning. Staff may move more quickly through the stages where behaviour is serious or safety is at risk.

Possible sanctions

- verbal correction or formal warning;
- moving seat or working in another supervised space;
- completing missed or unsatisfactory work at an appropriate time;
- loss of part of breaktime, while ensuring reasonable time for food, drink and the toilet;
- restorative conversation, apology or appropriate repair of damage;
- loss of a privilege or temporary withdrawal from an extracurricular activity where relevant;
- removal from a classroom for a limited and supervised period;
- individual monitoring or a behaviour support plan; and
- suspension or permanent exclusion in accordance with current statutory guidance.

9. Removal, suspension and permanent exclusion

Removal from a classroom

Removal is a serious response used only when necessary to restore order and learning, maintain safety, allow a pupil to regain calm, or enable a focused intervention. A removed pupil will be supervised, provided with meaningful education wherever possible, supported to understand the reason for removal and helped to reintegrate. Removal

will be recorded and parents informed where the use is significant or repeated. Removal is not the same as a suspension.

Suspension and permanent exclusion

Only the Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. Any decision will be lawful, reasonable, fair and proportionate and will follow the current statutory guidance. Permanent exclusion will be used only when there has been a serious breach or persistent breaches of the behaviour policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The school will consider relevant safeguarding, SEND, disability, equality and contextual information and the support already provided. Parents and the required bodies and professionals will be notified without delay in accordance with statutory requirements. Pupils will be supported to participate, taking account of age and understanding. Reintegration following suspension will be planned to reduce the risk of recurrence and restore successful participation in school life.

10. Searching, screening and confiscation

Searching and confiscation will be undertaken in accordance with current statutory powers and Department for Education guidance. Staff may search a pupil with consent for any item. The Headteacher and staff authorised by the Headteacher may search without consent where there are reasonable grounds to suspect that a pupil has a prohibited item. Staff will consider the pupil's age, SEND, disability, communication needs and safeguarding circumstances and will make reasonable adjustments where required.

Before a search, the authorised member of staff will normally explain why the search is required, how and where it will take place and give the pupil an opportunity to cooperate. Searches will be carried out safely, respectfully and with appropriate witnesses. A pupil will not be required to remove clothing other than outer clothing. Intimate searches will not be undertaken by school staff.

Searches for prohibited items, and any search that reveals a safeguarding concern, will be recorded. The Designated Safeguarding Lead or deputy will be informed without delay where required. Confiscated items will be retained, returned, disposed of or passed to the police as appropriate and in accordance with current guidance. Parents will be informed where appropriate and where guidance requires this.

Electronic devices

Where an electronic device is lawfully confiscated, authorised staff may examine data or files only where there is a good reason and in accordance with current guidance. Safeguarding concerns will be referred to the Designated Safeguarding Lead and potentially illegal material will be handled in line with police and safeguarding advice.

11. Reasonable force and physical intervention

Members of staff may use reasonable force where permitted by law, for example to prevent a pupil committing an offence, injuring themselves or another person, damaging property, or seriously prejudicing good order and discipline. Force will never be used as a punishment. The degree of force must be no more than is necessary and proportionate to the circumstances.

The school seeks to prevent the need for physical intervention through positive relationships, planning, de-escalation and individual risk assessment. Significant incidents will be recorded and reported to the Headteacher and parents, subject to safeguarding considerations. The school will review the incident, the pupil's support and any lessons for practice.

12. Bullying, discrimination and child-on-child abuse

Bullying is the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. It may be physical, verbal, relational, written or online. Bullying, discriminatory language and conduct, harassment, intimidation and victimisation are not tolerated.

Reports will be taken seriously, investigated promptly and recorded. The school will provide appropriate support to the pupil who has been harmed, address the behaviour of the pupil or pupils responsible, communicate with parents where appropriate, and consider safeguarding action, sanctions, restorative work and wider preventative learning.

Child-on-child abuse

Child-on-child abuse, including sexual violence and sexual harassment, is never acceptable and will not be dismissed as banter or an inevitable part of growing up. Staff will follow the safeguarding policy and current statutory guidance. The Designated Safeguarding Lead will coordinate the response, including risk assessment, support, referrals and safety planning. Behaviour sanctions may be applied alongside safeguarding action, but safeguarding decisions will not be replaced by disciplinary action.

13. Behaviour outside school and online

The school may respond to behaviour outside the school premises when a pupil is taking part in a school-organised or school-related activity, travelling to or from school, wearing school uniform, otherwise identifiable as a pupil, or where the behaviour could affect the orderly running or reputation of the school or pose a threat to another pupil, a member of staff or the public.

Online behaviour, including cyberbullying, harmful messaging, non-consensual recording or sharing, and conduct that affects safety or school life, may be addressed under this policy. Where behaviour may be criminal or raises a safeguarding concern, the school will involve the Designated Safeguarding Lead and may contact the police or other agencies.

14. Attendance, punctuality, uniform and mobile phones

Attendance and punctuality

Regular attendance and punctuality support learning, wellbeing and belonging. Registers are taken in accordance with statutory requirements. Absence and lateness will be addressed through the school's attendance procedures. The school will work with families to understand barriers and provide or coordinate support. Absence will not be treated as a behaviour offence where it is caused by circumstances outside the pupil's control.

Uniform and appearance

Pupils are expected to wear the published school uniform and to follow the school's expectations for footwear, jewellery, hair and PE clothing. Responses to uniform concerns will be reasonable and proportionate and will take account of cost, equality, religion or belief, disability, medical needs and other individual circumstances. The school will work with parents to resolve concerns and provide support where needed.

Mobile phones and personal devices

Pupils should not bring mobile phones or unauthorised personal devices onto the school premises unless the Headteacher has agreed an individual exception. Where an exception is agreed, the device must be handed in to the school office. Unauthorised devices may be confiscated and returned to a parent or carer. Any safeguarding concern involving a device will be managed through the safeguarding and online-safety procedures.

15. Complaints, monitoring and review

Complaints

Parents and carers should raise day-to-day concerns with the class teacher in the first instance and then with the Headteacher where the matter remains unresolved or is serious. Formal complaints will be considered under the school's published complaints procedure. Complaints about suspension or permanent exclusion will be handled through the statutory process and current guidance.

Monitoring

Leaders will monitor behaviour records, rewards, sanctions, removals, bullying, searching, physical intervention, suspensions and exclusions. Monitoring will consider frequency, location, context, repeat incidents, implementation, pupil voice and patterns affecting groups, including pupils with SEND, disabled pupils, disadvantaged pupils and pupils with a social worker where relevant. Findings will inform staff development, provision, safeguarding and policy review.

Review

This policy will be reviewed at least annually and sooner where legislation, statutory guidance, local procedures or the school context changes. The Governing Body will keep its written statement of behaviour principles under review and the Headteacher will have regard to that statement when determining the school's behaviour measures.

Approval record

Date approved: _____ Chair of Governors: _____ Headteacher: _____