



Aston Rowant C+E Primary School

Behaviour Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: September 2027

Head Teacher: _ Mrs H France

Date: 6th October 2025

Chair of Governors: Mr T Sowerby

Date: 6th October 2025

LINKED POLICIES

- Anti-bullying Policy
- Inclusion Policy
- Racial and Sexual Harassment
- Physical Restraint
- School Code of Conduct
- Home-School Agreement

KEY OBJECTIVE

We hold the highest expectations of behaviour for all children. Visitors frequently comment on the calmness, politeness and exemplary conduct of pupils. Our values—Gratitude, Resilience, Outreach, Wonder, Truth and Harmony are embedded throughout all behaviour expectations.

Our approach is positive, relationship-based and rooted in:

- forgiveness and reconciliation
- restorative practice
- a culture of safety, care and belonging

Rationale

Aston Rowant CofE Primary School expects high standards of behaviour from all members of the community so pupils can flourish academically, socially and spiritually.

This policy reflects:

- Our inclusive Christian vision
- Behaviour as communication, particularly for pupils with SEND
- Ofsted's expectation that behaviour supports learning and ensures pupils feel safe and protected at all times
- ESAT's requirement that behaviour systems must not pose safeguarding risks, must identify emerging concerns and must be consistently recorded

We create an atmosphere of:

- Consistency
- Calm
- Respect
- Forgiveness
- Understanding
- Reconciliation

Aims

We aim to:

- Maintain a happy, respectful and safe school where pupils thrive.
- Develop listening and empathy.
- Make forgiveness and reconciliation central to all restorative conversations (original policy).
- Use Christian values to frame discussions about behaviour.
- Eliminate all discrimination, harassment, bullying, hate incidents and child-on-child abuse
- Support pupils with SEND through reasonable adjustments
- Ensure staff respond consistently, fairly and promptly.
- Work in partnership with families.

Whole-School Inclusive Approach

Our approach reflects both your original practice and updated Ofsted safeguarding requirements.

Understanding Behaviour

Behaviour may result from:

- emotional distress
- SEND needs
- regulation difficulties
- safeguarding concerns (Ofsted expectation)

Staff therefore:

- use relational, trauma-informed approaches
- avoid confrontation
- allow time and space for pupils to regain emotional control (original policy)
- focus on forgiveness and repair

Removing Barriers

We implement reasonable adjustments such as:

- adapted seating
- sensory breaks
- predictable routines
- visual supports
- regulation plans

Safeguarding Awareness

Ofsted 2025 requires behaviour systems to actively support safeguarding, not undermine it. Staff must recognise that **behaviour changes may indicate harm**, and concerns must be logged on **MyConcern** immediately.

Roles and Responsibilities

We see it as the responsibility of every member of staff, every governor, every parent and every pupil alike to help to uphold these standards thereby maintaining a consistency of approach to behaviour management throughout the school. We need this behaviour policy to ensure these standards are clearly set out and everyone is aware of them.

Governing Body

Ensures this policy:

- meets Ofsted standards for behaviour and safeguarding
- is monitored effectively
- supports leaders in maintaining compliance

Headteacher

- Ensures consistent implementation of policy
- Oversees safeguarding and behaviour systems
- Ensures safeguarding meets the “Met” standard under Ofsted 2025
- Monitors behaviour trends

All Staff

- Model expected behaviour
- Build positive relationships
- Apply sanctions/restorative steps consistently
- Record concerns and incidents on **MyConcern**
- Recognise behaviour as a potential safeguarding indicator (KCSIE 2025)

Parents/Carers

- Support behaviour expectations
- Communicate needs/changes promptly

Pupils

- Live out Christian values
- Show kindness, respect, gratitude
- Care for others and the environment
- Behave safely online and offline

Rewards

Although good behaviour may be rewarded, it must be expected. Maintaining high expectations is fundamental to the policy and to behaviour management in the school. At the beginning of the year, class rules and expectations of learning behaviours are established by the teachers and the pupils together. These are reinforced through school staff and in Collective Worship. Every effort is made to ensure that our approach to behaviour is based on mutual respect and on recognising and rewarding instances of positive behaviour.

It is important to have an agreed system of rewards in which great emphasis is placed on the positive aspects of praise and reward.

- Positive Praise
- It is recognised that good behaviour is based upon consistency, respect and mutual understanding. It encourages positive esteem. Praise can be used to encourage both academic work and social behaviour.
- The recognition of good behaviour with a smile or a comment is a reward in itself.
- House points, stars and stickers may be given as a recognition of effort, achievement, courtesy and consideration.
- Pupils are given the opportunity to show work of which they are proud to other pupils and/or adults.
- The sharing of achievement either in class or in collective worship is perceived as a reward by many pupils. A pupil should be sent to see the Headteacher for an exceptionally good piece of work or exceptional effort or exceptional behaviour.
- Positive comments may be written on the pupil's work.
- Parents may be informed of, and shown, examples of exemplary work and behaviour - many pupils see this as a very effective reward.

Celebration Worship

Our Friday Worship recognises the achievements of pupils in each class as part of our celebrations. Pupils may be rewarded for academic achievements, behaviour, or other achievements. Our values certificates can be given to adults or children who are living out our vision and values.

Lunchtime and Playtimes

At lunchtime and playtime, we seek to promote positive behaviour and aim to create a happy and safe environment in which pupils can enjoy their periods of rest and relaxation. All staff who work in school are regarded as team members and are to be treated with politeness and respect. Lunchtime staff follow the principles contained in this policy when dealing with inappropriate behaviour.

Wrap Around Care

This policy also covers Aston Rowant CofE Primary School pupils that attend breakfast club, after school clubs and holiday club.

Behaviour Outside School

All pupils are expected to maintain our high standards of behaviour outside school when wearing their school uniform or representing our school. Behaviour that falls below our expected standard of our distinctive core Christian values and rules when on trips, residential visits or out in the community should be dealt with in the same way as within school.

Whilst wearing their school uniform out of school, if pupils pose a threat to another pupil, or their behaviour has repercussions for the orderly running of the school (thus bringing the school's good name into disrepute), their poor conduct will be dealt with in the same way as within school. A senior leader will contact parents and agree on the relevant consequence of their behaviour.

Recording Behaviour, Concerns and Safeguarding Indicators

All staff must use MyConcern to record:

- any Level 3, 4 or 5 behaviour incident
- any incident involving harm, risk, injury or distress
- any behaviour that may indicate underlying safeguarding concerns, including changes in demeanour, withdrawal, aggression, fearfulness or patterns of dysregulation
- any child-on-child conflict, even if seemingly low-level, where there is a possible power imbalance or repeated pattern
- all discriminatory incidents
- all disclosures or partial disclosures made by a child

A concern must be logged when:

- a pupil's behaviour suggests they may be at risk of harm
- the behaviour poses a risk to another pupil
- the behaviour is repeated, escalating or persistent
- the incident involves sexualised language, inappropriate touching, or online risks
- a parent raises a safeguarding-relevant concern
- staff intuition ("something doesn't feel right") indicates risk

Restorative Conversations and Reconciliation

Restorative practice is central to our Christian ethos of forgiveness and reconciliation. A pupil should always be given the opportunity to regain his/her control and therefore it is necessary to avoid confrontation wherever possible. Forgiveness and reconciliation are central to managing issues of poor behaviour.

Following an incident, staff will:

- Give pupils time to regulate before discussing the incident
- Talk privately and calmly, away from an audience
- Help each pupil explain what happened, how they felt and why
- Use reflective questions (e.g., "How did your actions affect others?")
- Relate the discussion to our school values:
 - Truth: honesty about what happened
 - Harmony: repairing relationships
 - Gratitude: recognising help received
 - Resilience: choosing to do better next time
 - Outreach: making amends about the situation
- Support pupils in planning how to put things right
- Facilitate reconciliation between pupils when safe, appropriate and wanted
- Ensure both parties feel heard, supported and valued
- Follow up over the next few days to ensure relationships have healed

Restorative work is not optional; it is an essential part of rebuilding trust and strengthening our school community.

Sanctions

We actively promote positive behaviour. As part of the pupil's restitution for their behaviour the class teacher or Headteacher will expect the pupil to reflect on the meaning of our school values in relation to their actions. The school has different levels of sanctions. A child may start at Level 1 and work through them, or automatically be placed on a higher level appropriate to the behaviour demonstrated.

Level 1: Verbal warning (or reminder/look)

Level 2: Name on board and tick (5 mins lunch/break detention/ may need to inform parents)

Level 3 : Child MAY be sent to partner class for 10 mins if helpful to defuse/provide a break
15 min break/lunchtime detention. Contact parents (in person/by phone) . Teacher to log incident

Level 4: Further significant incident Child sent to Headteacher for rest of session. Headteacher calls parents in for formal meeting. Potential loss of break/lunchtimes for a set period of up to one week
Potential internal exclusion up to ½ day. Headteacher to log incident

Level 5: Further significant incident Child sent to Headteacher/Headteacher asked to come to collect child
Headteacher meets with parents. Potential sanctions could include Staged disciplinary procedure with potential exclusion. Incident logged

All pupils start the day afresh.

An early intervention approach is used for pupils showing unacceptable behaviour. Initially this will be dealt with by the class teacher and then Headteacher and parents if the problems continue.

Key Safeguarding Additions

- All **Level 3+** incidents recorded on MyConcern where harm, risk, vulnerability or child-on-child concerns may be present.
- Restorative conversations must follow every sanction.
- Patterns trigger Early Help or SEND review.
- Staff must return to pupils after sanctions to promote forgiveness and reconciliation

Inappropriate Language:

Bad language is not tolerated at any time in school. Teachers ensure that pupils realise this fact and actively encourage polite, caring interaction at all times.

Monitoring Behaviour

Information in the behaviour log is monitored closely and data from this is used to report to Governors across the academic year.

Bullying

- All bullying and child-on-child abuse is treated as a safeguarding concern
- Includes online abuse, exclusion, rumours, intimidation, physical harm
- All incidents recorded on MyConcern
- Pupils receive ongoing support
- Curriculum teaches kindness, respect, digital safety and healthy relationships

We have a positive approach to behaviour and incidents of bullying are rare at our school. Good examples of considerate behaviour and working together are modelled by all members of the school community. Bullying is not tolerated in school and everyone is expected to do their best to ensure that it does not happen. The whole school community are encouraged to report any incidents of bullying.

Bullying is any behaviour which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked, happens again and again as part of a pattern of behaviour, and can continue for a long period of time. It always reflects the abuse of power, with one (or more) person(s) a victim and the other, a bully, dominance of the powerful over the powerless.

This means the following behaviour is not tolerated:

- physical aggression, such as hitting, kicking, taking or damaging belongings.
- verbal aggression, such as name calling, threatening comments, insulting, racist remarks, teasing.
- Indirect action, such as deliberately leaving someone out of a social group, or ignoring someone, spreading rumours about someone or about their background or family.
- Use of social media to insult, swear, threaten, or persistently require a response

It is also unacceptable to be part of a bullying group. You are involved if you were there, and you did not try to stop it or get help.

If bullying is reported the school will take action to ensure the bullying stops, that the victim knows their situation is acknowledged, and that action will be taken to ensure they are safe:

- Any incidents will be recorded on MyConcern
- There will be discussions with all parties (including parents if necessary).
- There will be support from staff for those who are bullied and for those who bully, and the opportunity to reflect on their disregard of school values.

Any reported instances of bullying are always treated seriously. The pupil is listened to, appropriate action taken and the incident will be followed up over several weeks to ensure that the matter has been resolved.

The school will help to reinforce acceptable behaviour through its planned curriculum in P.S.H.E. (Personal, Social, Health Education) RE, and Collective Worship. At times, we may invite Thames Valley Police to come and talk to the pupils about specific areas of concern eg Cyber bullying, online safety.

Child-on-Child Abuse

Aston Rowant CofE Primary School recognises that child-on-child abuse is a safeguarding issue, not a behaviour issue alone. Child-on-child abuse can occur between pupils of any age and gender.

Child-on-child abuse includes, but is not limited to:

- physical harm
- emotional harm and intimidation
- coercion, control or manipulation
- online abuse, including harassment, image-sharing, threats or pressure
- harmful sexual behaviour (HSB)
- sexual harassment or sexualised comments
- unwanted touching
- sending, requesting or pressuring others for nude or semi-nude images
- upskirting
- sexual jokes, name-calling or rumours

Sexual harassment is never “banter”, “part of growing up” or “just behaviour issues”.

All incidents of potential child-on-child abuse must be:

- treated seriously
- logged on MyConcern immediately
- passed to the DSL or Deputy DSL without delay
- followed up with support for all pupils involved
- handled in line with our Safeguarding & Child Protection Policy and KCSIE 2025 guidance

Restorative practice may be used only after safeguarding needs are assessed and addressed.

Discriminatory Incidents

- All racist, homophobic, sexist or discriminatory language is reported to HT
- Logged on MyConcern
- Parents informed
- Monitored as part of safeguarding

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Reasonable Force & Positive Handling

Our staff team are trained in Positive Handling. The core values include:

- Minimum force, minimum time
- Never punitive
- Recorded and shared with parents
- Repeated need triggers staff training

Safeguarding Within Behaviour Systems

Behaviour systems must:

- Support a strong safeguarding culture
- Ensure early identification of concerns
- Include reliable, consistent record-keeping (MyConcern)
- Address needs of vulnerable groups
- Demonstrate that pupils feel safe and know who to speak to

As outlined in the DfE guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> , all staff have a legal power to use reasonable force if in their professional judgement it is required. Staff may use reasonable force to restrain a pupil to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; • restrain a pupil at risk of harming themselves through physical outbursts.

In the event that a pupil requires restraining more than once, all staff will receive training in de-escalation, Team Teach training. The training provided allows staff to use guides and support to move pupils if they are needed.

The training means staff will ensure any handling is:

- applied using the minimum amount of force and for the minimum amount of time possible
- used in a way that maintains the safety and dignity of all concerned
- never used as a form of punishment

Any restraints will be recorded on our MyConcern system and reported to parents.

Support for Vulnerable Pupils

We recognise that some pupils, including those with SEND, SEMH needs, trauma histories, disabilities, safeguarding vulnerabilities or family stressors, may struggle to meet behaviour expectations without additional support.

Reasonable adjustments may include:

- modified routines and expectations
- visual timetables or prompts
- additional emotional regulation breaks
- safe spaces or sensory tools
- pre-teaching or rehearsal of expectations
- adult check-ins
- personalised regulation or support plans

These adjustments ensure all pupils can succeed and feel safe, and reflect our commitment to inclusion, compassion, forgiveness and reconciliation.

Fixed-term and Permanent Exclusions

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Safeguarding risks and vulnerability must be considered when deciding exclusions.

If the headteacher excludes a pupil, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make such an appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. When an appeals committee meets to consider exclusion, they consider the circumstances in which a pupil was excluded, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decided that a pupil should be reinstated, the headteacher must comply with this ruling.

Leadership Monitoring of Behaviour and Safeguarding Patterns

The Headteacher and DSL team will monitor:

- all MyConcern behaviour and safeguarding records
- patterns of behaviour within and across classes
- frequency and types of incidents
- vulnerable pupils' needs and interventions
- effectiveness and consistency of staff responses
- emerging safeguarding risks
- patterns in discriminatory or child-on-child abuse incidents

Monitoring takes place weekly (DSL review), termly (leadership analysis), and is reviewed by governors through safeguarding reports.

Key References:

Section 91 of Education and Inspections Act (2006)

Education Act 2011

Behaviour and discipline in schools DFE 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Team teach guidelines from: www.team-teach.co.uk

Staff Recording and Reporting Workflow

When an incident occurs, staff must follow this sequence:

1. Immediate response:
 - De-escalate, ensure safety, use calm relational language.
2. Initial judgement:
 - Determine if the incident is *behavioural*, *safeguarding-relevant* or *both*.
 - If unsure, staff must err on the side of safeguarding.
3. Record the incident:
 - Log on MyConcern for all Level 3+ incidents or anything involving harm, risk, vulnerability or discriminatory/sexual content.
4. Inform the DSL:
 - Verbally notify DSL for any safeguarding-relevant incidents.
 - DSL will assess the level of risk and next steps.
5. Inform parents/carers:
 - Class teacher/Headteacher will contact parents where appropriate.
6. Restorative follow-up:
 - Staff facilitate restorative conversation(s), using school values as a guide.
7. Monitoring:
 - Teachers track repeated patterns and alert SLT if concerns increase.

This ensures that all staff responses are timely, consistent and safeguarding-led.

Diagram of Stages of Discipline (Y1-Y6)

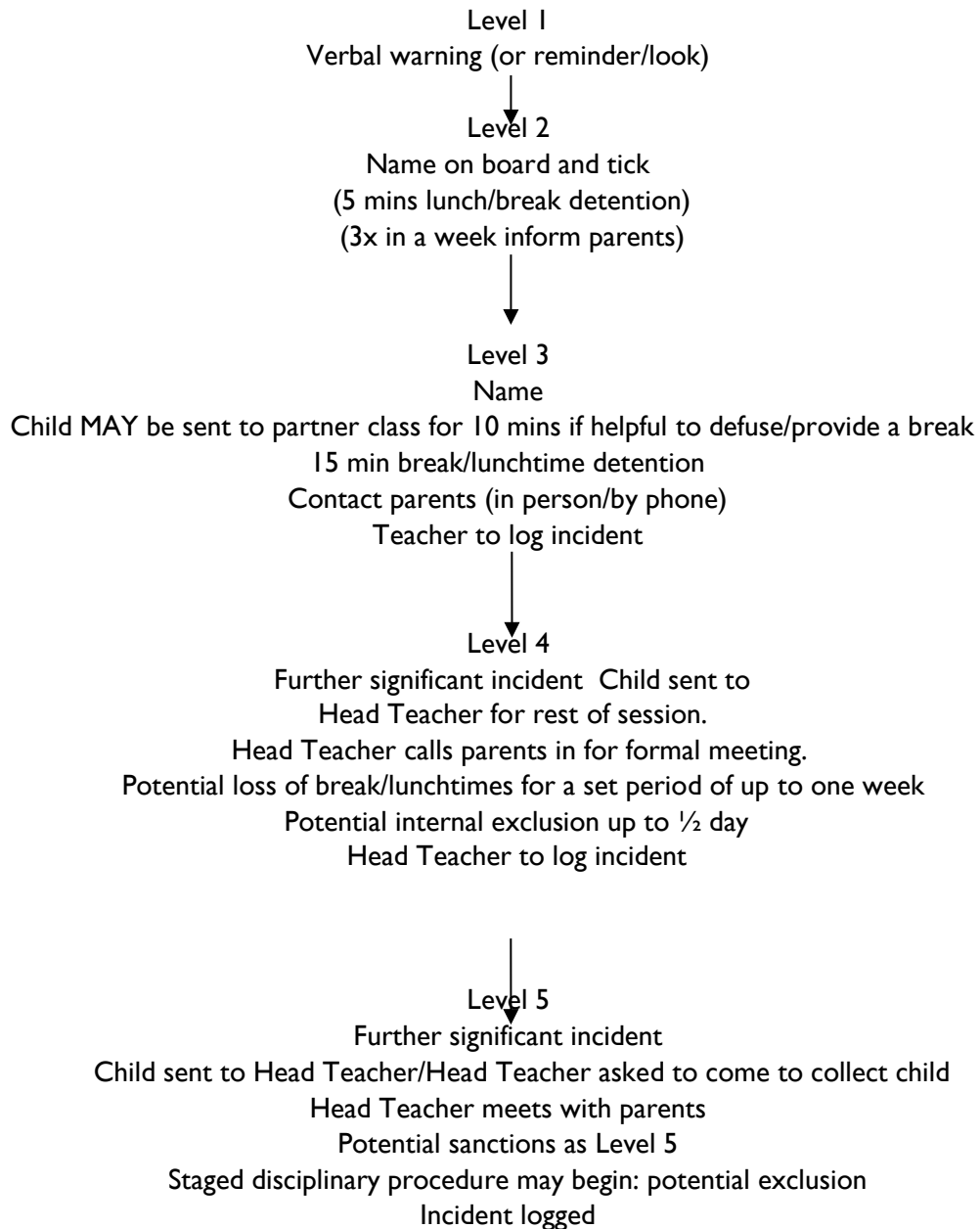


Diagram of Stages of Discipline (Early Years)

