

Cuddington Primary School

Behaviour Management Policy



CUDDINGTON
Primary School

Approved: September 2026

Legislation/guidance referenced:

Behaviour in Schools: Advice for Headteachers and School Staff (DfE, updated 2024)

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE, 2026)

Keeping Children Safe in Education (DfE, 2026)

Restrictive Interventions, Including the Use of Reasonable Force, in Schools (DfE, 2026)

Special Educational Needs and Disability Code of Practice: 0–25 Years (DfE, 2015)

We provide a safe and inclusive learning environment where everyone is valued and encouraged to aspire to be the best that they can be, with positive relationships at the heart of our approach.

Rationale

- ✓ *We aim to establish a happy and caring school community, which encourages respect for others' feelings, beliefs and possessions and we understand that such a community needs a structure to develop socially responsible behaviour that will equip children for life.*
- ✓ *Everyone at Cuddington Primary School has the right to feel safe, secure and respected. Our pupils have the right to learn without being disturbed or distracted and should view school as a place of safety.*

- ✓ *Children are guided to understand that they are responsible for their behaviours.*
- ✓ *All adults within the school consistently model and promote positive standards of behaviour and we expect the children to master responsibility for managing their own behaviour.*
- ✓ *All school staff recognise that positive behaviours are closely linked to high quality and stimulating teaching and learning which is supported by valued and positive relationships between all members of the school community.*

Aims

We work together to ensure that:

- *our school is a happy and caring community where everyone feels safe, secure and respected.*
- *we promote positive self-esteem, self-discipline and positive relationships.*
- *our children can learn without being disturbed or distracted and feel safe within school.*
- *we all have respect for others' feelings, beliefs and possessions.*
- *we have a well-structured and consistent positive behaviour management system firmly in place.*
- *all adults in school consistently model and promote positive standards of behaviour.*
- *we have consistency of response to both positive and negative behaviours.*

Respect, Collaborate and Aspire are Cuddington's 3 core values.

Our school values are reflected through three clear behaviour rules: **Ready, Respectful and Safe.**

School Community Rules

We are:

READY

We come to school prepared to learn, listen carefully, and give our best effort in every lesson and activity.

This looks like: bringing what we need, following instructions straight away, and showing a positive attitude to new challenges.

RESPECTFUL

We treat everyone and everything with kindness, fairness, and care.

This looks like: using polite words, listening when others are speaking, and taking care of our school and community.

SAFE

We make choices that help everyone feel secure, included, and looked after.

This looks like: walking indoors, using equipment sensibly, keeping hands and feet to ourselves, and telling an adult if something doesn't feel right.

Behaviour Management

The culture is set by the way that the adults behave. (Paul Dix 2017)

School staff set the tone for behaviour in their classrooms and around school. Staff must model pride in their environment, the tidiness of their working space, politeness and a calm manner in the face of any negative behaviour.

- 1. Staff must use consistent language (positive framing) when speaking with children about their behaviours; for example, 'Well done, you have chosen to respect others by showing kindness.'*
- 2. When praising children there needs to be an emphasis on the process the child has gone through to achieve (perseverance, independence, hard work).*
- 3. Teachers and Teaching Assistants must demonstrate 'signal, pause, insist (Walkthru)' when needing whole class attention.*
- 4. All school staff should model 'calm' when dealing with any child's negative behaviour; for example, 'You are stopping **** from learning as you are talking when you shouldn't be – please listen.' Shouting at a child to discipline them is not acceptable.*
- 5. Teachers and Teaching Assistants will greet each child each morning as they come into the classroom. This includes greeting from playtimes or lunchtimes and calm collection of children from the yard.*
- 6. **'Behaviour as communication'**. We recognise that for a small number of children behaviour may be an expression of anxiety. Where children demonstrate more challenging behaviours which lie outside the scope of the general Behaviour Management Policy, there will be extra monitoring and support by way of ensuring rubber boundaries are put in place. Senior Leaders will be available to work with the class teachers to support this, and this may involve the use of social stories, individual positive behaviour plans or behaviour response plans. Use of trauma informed approaches and principles will always be considered, and pupil and parent voice gathered.*

Teachers and Teaching Assistants must;

- Start with recording the behaviour (actions)*
- Take time to analyse the underlying causes (setting and triggers)*
- Analyse the consequences (results)*
- Alter the triggers and/ or results*
- Teach more appropriate responses*
- Consider your role as the adult and whether you contributed to the escalation or de-escalation of the incident*

Our Restorative Approach

Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

Our current restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and use restorative language and questions to allow children to understand the impact of their behaviours.

'Zones of Regulation' language will be used between the staff member and the child to support the child in understanding their 'big' emotions and what they can do to become calm once again.

Examples of questions include:

- What happened?*
- What zone were you in? How did your body feel at the time?*
- What were your thoughts at the time?*
- What have been your thoughts since?*
- Who has been affected by what happened?*
- How have they been affected?*
- What do you/we need to happen now?*

More serious incidents may require a formal meeting and involve parents or families where appropriate.

Incidents that are seen to be examples of bullying behaviour are dealt with under our anti-bullying policy.

Behaviour involving bullying, discrimination, sexualised behaviour, harassment, violence or a possible safeguarding concern will be recorded and referred to the Designated Safeguarding Lead in accordance with the Safeguarding and Child Protection Policy. Behaviour will not be dismissed as banter or an inevitable part of growing up.

Recognition

Positive behaviour will be recognised in the first instance using verbal praise, and the sharing of work or behaviour with others who will also deliver praise. Children can be chosen for one-off 'Headteacher Awards' and can also be recognised in weekly Celebration Assemblies for going 'above and beyond'.

Class Dojos

Each child from Reception to Year 4 has their own 'dojo.' This is displayed on the interactive whiteboard in each classroom.

- Each child has opportunities to earn 'dojo points' for demonstrating positive behaviours through the 3 school rules.*
- Children in Years 5 and 6 will have access to an 'Above and Beyond' system (AB points), points collected and rewards given*

School Awards

A weekly celebration assembly is held, where children can be given award certificates for going 'above and beyond' and also for homework recognition. The Headteacher spends time with the award winners each week, discussing 'what went right' for them to be given their award and providing hot chocolate or alternative.

Consequences (NB, there may be children with additional special or pastoral needs who have personalised plans that sit alongside these guidelines)

At Cuddington, we recognise, that children can display negative behaviours or behave in breach of our school rules. When this happens, the following will apply;

1. a) **'Drive by'** - gentle reminder you know they can make a better choice.

b) **Identify the rule the child has broken.** Tell them they must amend this behaviour or they will receive a second warning. Remind the child of a time when they were behaving how you would like them to. Finally, ensure they have understood what you have said.

2. **Second occurrence:** Identify the rule that has been broken. Remind the child that this is the second warning and a third occurrence will result in a **LEVEL 1** sanction. Ask if there is anything you can do to help them behave appropriately.

3. **Third occurrence:** Explain the behaviour linked to our school rules and how this was the third occurrence, despite warnings to remediate, and you will reflect with them at break time or lunchtime (for no more than 2-5 minutes depending on the discussion needed). Remind them if their behaviour continues, the time of their sanction will increase. Record as a **LEVEL 1** behaviour incident on CPOMs and communicate to parents via Dojo with actions taken to complete.

To restore, ensure the child knows the conversation is now complete and that 'the line is drawn'. Actively seek opportunities to praise the child for making the 'right choices' in subsequent time periods.

LEVEL 2 SANCTIONS

The following behaviours will be addressed as a **LEVEL 2** behaviour incident and will result in a *missed playtime and/or lunchtime* (this will be adapted according to age, incident and need) – no child will ever miss the opportunity to take a comfort break and receive their snack or lunch.

- Swearing or using disrespectful language in school
- Unkind behaviours, teasing or name calling that causes upset
- Hitting, kicking or hurting another child (there may be incidents where there is a verified playtime accident e.g. accidental trip during games)
- Breaking or damaging school property or equipment
- Persistent disruption and opposition that is disruptive to others
- Dangerous play
- Unsafe behaviours – e.g. attempting to leave school grounds, throwing objects unsafely with intent to damage

LEVEL 2 incidents may be referred to the Headteacher and/or member of SLT for discussion and review with the child using a restorative conversation and that listens to the child, identifying any further actions.

LEVEL 2 incidents will be recorded on CPOMs and the child's class teacher will let families know via face to face conversation or phone call home. If the teacher is unable to contact the child's family, a message may be sent with details of the incident, action taken and the opportunity for feedback. Families will be encouraged in all instances to discuss the incident with their child at home in a restorative way.

Serious incidents of aggression, discrimination, damage or unsafe behaviours may warrant discussion with the family and a member of SLT (Head, Deputy or delegate). Such incidents are rare.

Behaviour Support and Plans

If a child has **three Level 1 behaviour incidents** recorded on CPOMs within a **three-week period**, the class teacher will contact parents to arrange a meeting. This meeting will share the recorded incidents and flag an emerging concern, with the aim of working together to support improvement.

If a child has **three Level 2 behaviour incidents** recorded on CPOMs (at any time), parents will be invited to meet with the class teacher to discuss the concern and agree strategies for support. At this stage, a **Behaviour Plan** may be considered.

Should behaviour not improve following these steps (for example, **a further three incidents** are recorded), a follow-up meeting will be held with the **Class Teacher, Parents, Child, and a Senior Leader**. The decision to place a child on a **Behaviour Plan** rests with the Senior Leadership Team.

The plan created will depend on the age, need and behaviours shown by the child. Plans will always aim to be positive and reward the 'right behaviours' and 'small steps'. The plans may include risk assessment provision and/or social stories. They may, depending on need, also involve other support functions such as ELSA (Emotional Literacy Support), the involvement of Create Learning Trust's Family Support worker or involvement of other agencies.

Monitoring of behaviour

CPOMs Level 1 incidents do not need to alert SLT as half termly monitoring takes place. If a staff member has a concern, or Level 1 incidents breach the '3 times in 3 weeks' guidance, SLT should be alerted.

CPOMs Level 2 incidents should always alert SLT by informing the Head or delegate face to face, and recording on CPOMs. Level 2 incidents must be recorded on CPOMS, but staff must also inform the Headteacher or delegated senior leader directly because a CPOMS alert may not be seen immediately.

Half termly, the Head or Deputy will review CPOMs for all Level 1 and Level 2 incidents and will track, action and monitor any concerns or trends.

Misuse of school technology

Any misuse of school technology (please see the Acceptable Users Policy) is immediately recorded on CPOMs with class teachers contacting parents on the same day. If the same child does this on a second occasion, then it is referred to the Head Teacher (or Deputy Head Teacher) who will arrange a formal meeting with the child's parents.

Poor behaviour beyond the school gates

Schools are empowered to tackle behaviour beyond the school gates. For example, during an off site school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Cuddington, should these rare instances occur, we will follow the guidance in this behaviour management policy.

Equality Act 2010

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to.

The school will not discriminate against, harass or victimise a pupil because of sex, race, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity. The school will make reasonable adjustments for disabled pupils, including when applying the Behaviour Policy.

Use of Reasonable Force

The school follows the DfE guidance Restrictive Interventions, Including the Use of Reasonable Force, in Schools (2026). Staff will use prevention, early intervention and de-escalation wherever possible.

On rare occasions, staff may use reasonable force where it is necessary and proportionate to prevent a pupil from committing an offence, causing injury or damage, prejudicing good order and discipline, or placing themselves or others at risk. Staff will use no more force than is reasonable in the circumstances.

Staff trained in positive handling will normally lead planned physical interventions. However, any member of staff may take reasonable and proportionate action in an emergency. Significant incidents involving reasonable force or another restrictive intervention will be recorded promptly, reviewed by a senior leader and reported to parents in accordance with current statutory guidance. The dignity, safety and wellbeing of everyone involved will remain paramount.

Exclusion (Suspension and/or Permanent Exclusion)

Suspension and permanent exclusion will only be used in accordance with the school's Exclusions Policy and the current DfE statutory guidance. Only the Headteacher, or the acting Headteacher, may suspend or permanently exclude a pupil.

A suspension may be used in response to a serious breach or persistent breaches of the school's Behaviour Policy where this is considered a lawful, reasonable and proportionate response.

A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The governing board and local authority will be informed in accordance with the statutory requirements. The school will have regard to its duties under the Equality Act 2010 and SEND legislation when considering any suspension or permanent exclusion.

You can find more DfE information here: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>