



# Behaviour & Discipline Policy



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## Related Policies:

**Code of Conduct  
Acceptable Use of ICT  
Online Safety  
Safeguarding**

**School Disciplinary Policy  
Safer Recruiting  
Anti Bullying**

**This document is a statement of the aims, principles and strategies for promoting positive behaviour at Bildeston Primary and Whatfield CEVCP Schools. Suffolk LA guidelines have been taken into consideration in the formulation of this policy.**

**Purpose of the policy**

This behaviour policy is important as it helps establish the general ethos of both schools. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school, to apply it consistently and fairly, and to promote positive learning behaviour.

It is recognised that children with Special Educational Needs, looked after children, children with disabilities, EAL, those who are subject to Adverse Childhood Experiences (ACES) or those with disrupted schooling in the past may be more vulnerable. Children with persistent behavioural difficulties may constitute a Special Educational Need. Sometimes a child's behaviour patterns may change and become abnormal. If this should occur the reason will always be investigated. It should be born in mind that safeguarding issues may be at the root of poor behaviour.

**PRINCIPLES**

- There is a whole school approach to behaviour and discipline.
- We will identify and assertively encourage good behaviour at all times - before school, during lessons, at clubs, when children are moving about the classroom, during collective worship and at all break times. This includes class dojo points, golden time, verbal praise, positive reinforcement, dialogue with parents, letters to parents and the award of stickers and certificates in celebration assemblies.
- We will ensure that the children are treated with respect, spoken to courteously and listened to.
- We understand that persistent poor behaviour could indicate a special educational need or be an indicator of past/current trauma or abuse, and the child may need to go on an individual behaviour support plan and/or receive additional support in school.
- Every child has the right to learn, and no child has the right to disrupt the learning of others.
- Our approach to behaviour is built on the principles of forgiveness and reconciliation.
- The golden rules will be supported by class rules devised and agreed by the children each academic year and displayed in their classroom.

**Aims**

- To promote good behaviour consistently throughout the schools
- To deal effectively with negative behaviour
- To encourage pupils to understand that they are personally responsible for their own behaviour and to develop self-discipline and self-regulation
- To establish a positive ethos throughout the school such that high standards of behaviour are demonstrated and promoted by all staff and pupils
- To build pupils' self-esteem and dignity so that they grow into people of integrity
- To encourage learning from and respect for all people through all relationships within the school community
- To ensure all our pupils are safe and protected in our school
- To ensure pupils take a pride in and responsible interest in caring for their environment
- For pupils to achieve their all-round potential

**We use 'Golden Rules' to make our code of behaviour clear to the children, parents, governors and teachers. These are: -**

We are gentle -We don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen - We don't interrupt

We are honest - We don't cover up the truth

We work hard -We don't waste our own or others' time  
We look after property -We don't waste or damage things.

## Managing Behaviour

- It is the responsibility of staff to encourage the positive behaviour of all children on the premises during school hours or when the teachers are acting in "loco parentis" (e.g. visits, clubs)
- Pupils and parents are made aware that positive behaviour will be recognised and rewarded whereas inappropriate behaviour is unacceptable and will be dealt with in the form of consequences.
- Bullying will not be tolerated. (Refer to Anti-Bullying Policy)
- Management of behaviour will be fair and consistent. Punishments to whole classes of children will be avoided.
- Adults who work in the school, children and parents will be made aware of the procedures for dealing with inappropriate behaviour.
- The school and agreed class rules will be displayed in each classroom.
- Class teachers and support staff will escalate to the Heads of School, at Whatfield and at Bildeston or the Executive Headteacher, when support is needed.
- Parents will be kept informed of any behaviour that is out of character or when it is felt that the behaviour warrants parental support. In most cases it will be the class teacher who makes this judgement.
- Parents are asked to inform class teachers of any circumstances that might adversely affect the behaviour of a child and communicate this to any adults who need to know. Reference may be made to the Designated Safeguarding Lead or the Deputy Safeguarding Lead.
- Specific and sensitive information may only be shared with appropriate staff when necessary.
- All teaching and support staff to to use My Concern to log behaviour incidents of concern which will be monitored by senior leaders for patterns. Class teachers are expected to alert Heads of School to any patterns or concerns in a prompt fashion.
- If a pattern emerges from the records kept, this will be considered in a staff meeting. Where appropriate, a whole school, Key Stage or class strategy will be introduced to encourage improvement.
- At break and lunchtime, as far as possible incidents should be dealt with by the people on duty. The class teacher should be informed of all but minor incidents. In serious cases, the Head of School or Executive Headteacher must also be informed promptly.
- In an outside area the two-way radio may be used to call for help and support.
- A walkie talkie is available for each class to use if help is needed. A teaching assistant may be sent to the Head or senior staff for support.
- Lunch time supervisors will operate on a similar system at lunchtimes. They will report verbally to class teachers whenever behaviour is particularly good as well as inappropriate.

## Strategies to Support Behaviour Management

### In both schools

- Zones of Regulation is used to support children in classrooms to be able to self regulate and develop strategies to keep them in the 'Green Zone'
- Praise is important as it contributes to a positive ethos and helps raise pupils' self-esteem, and gives attention to positive behaviour. Praise can come from any member of staff. All children will be praised wherever possible and they will work towards class rewards.
- 'Catch them being good' - help to build a warm, supportive atmosphere where children want to show their best.
- Proximity praise - praise the child next to the pupil who needs to improve
- Asking another member of staff to give praise
- Circle time discussion and peer praise.
- Informing the parents, where possible with the child present or by phone or virtually.

- A class reward system may also be employed, so that when the target is reached the class will all participate in a treat together.
- Sporting awards, certificates and medals will be presented at the celebration assembly each week, and special mention made of children who have had other achievements to celebrate.
- Celebration Assemblies enable the children to share their best work achievements and positive behaviour is praised, with all staff involved.
- A Head teacher's award sticker is given out when excellent work/behaviour is shown.
- Class Dojo points may be awarded and these are shared with parents via the app
- At Whatfield each pupil will be issued with a record of achievement' book, where awards and achievements are recorded. This book will remain with the children as they progress through the school.
- Lunch time – Midday supervisors may issue class dojo points for good lunchtime behaviour.
- 30 minutes Golden Time takes place at the end of each week at the discretion of school staff.

## **Consequences**

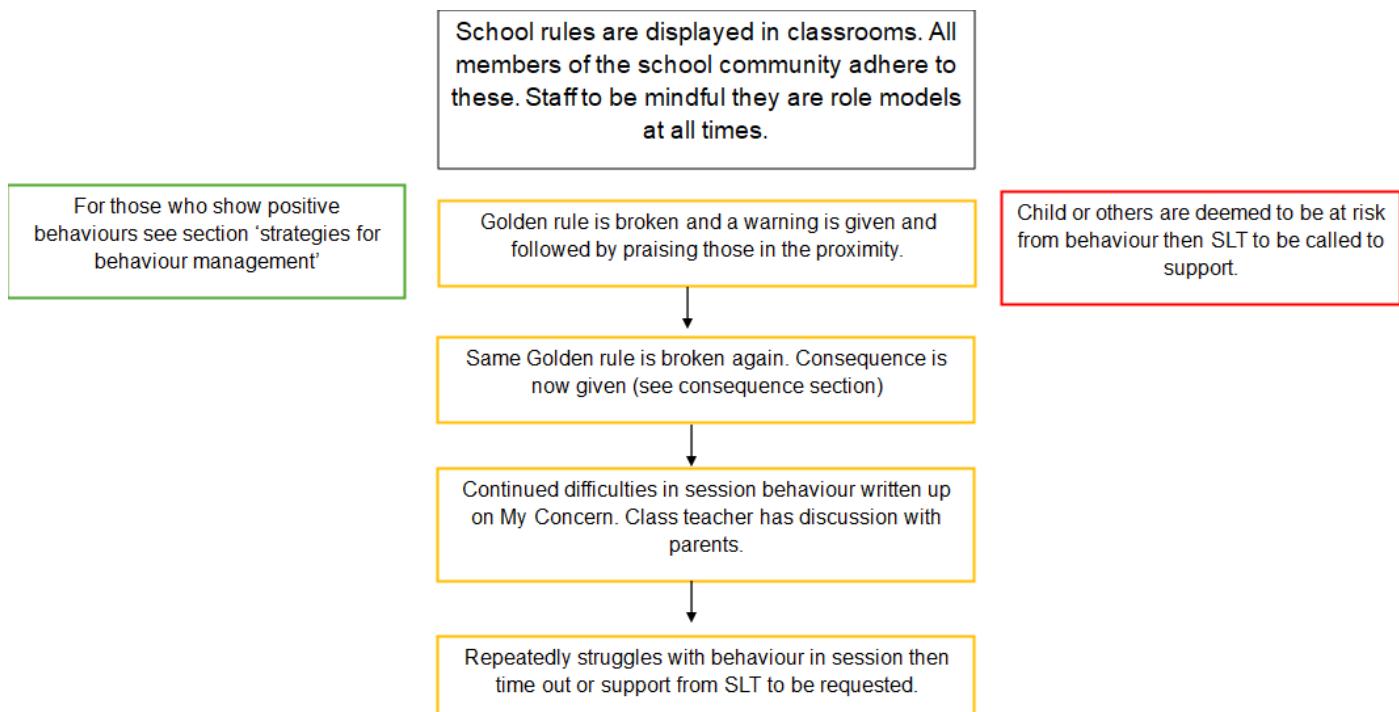
All adults in the school will use the following behavioural procedures with the children, taking into consideration identified specific SEND or behavioural needs and personal circumstances. The class teacher is responsible for the behaviour management of the children in their class and as soon as possible deals with incidents that same day, if necessary involving the parents.

### **In both schools**

- Loss of privileges
- School based community service such as tidying the classroom
- Non-verbal reminders may be used – hand gestures, a glance, or tactical ignoring may occasionally be used. Positive changes in pupil behaviour will be acknowledged as soon as possible.
- The child will be given a positive rule reminder of correct behaviour.
- If necessary, a verbal warning will be given that behaviour is still unacceptable. The child will be reminded that they have choices and the consequences of making the wrong choice. Where possible this will immediately be followed by recognition and praise of some positive behaviour being exhibited by another child in the class.
- When inappropriate behaviour continues in a lesson, using professional judgement, the pupil may be put in 'time out' for a short amount of time to consider their own behaviour and response. The child may be sat on their own within the classroom, or as a last resort, be removed from a situation for a short amount of time to consider their own behaviour and response, or may miss part of a break time or lunchtime.
- Sanctions should not be delayed if possible and the child should know that once the consequence has been given that they move on with a fresh start.
- Loss of part or all of a child's break-time may occur due to poor behaviour.
- The golden rules will be referred to, and a child may be asked to copy them out as a reminder.
- The Heads of School and Executive Headteacher may be called for support where unwanted behaviour does not desist
- Parents will be informed by the class teacher about persistent poor behaviour or if a child has needed to be removed.
- If a child inflicts injury on another child or adult, this could lead to a period of suspension from the school.
- We will confiscate drugs, alcohol, offensive material or anything which can be used as a weapon.
- If a search of a child's property or person needs to be carried out then it will be the Head of School or Executive Headteacher who will be accompanied by another teacher.
- In the case of a pupil biting another child, it is important that the parents of the child doing the biting are informed as well as the parents of the child who is bitten, as both children are at risk of blood-borne viruses. The incident will also be recorded in the daily incident log or on My Concern.

If a child continues to have a behavioural difficulty which has not been resolved as a result of implementing the behaviour policy he /she may be placed on a Positive Behaviour Plan (See SEN Policy Document). The parents will always be kept fully informed. The school will aim to work in partnership with the parents so that both parties are supporting and reinforcing a structured approach to the behaviour difficulty. Strategies and support that may be employed include referrals to other agencies including SES as well as internal interventions, ELSA, Hamish and Milo, Nurture Group/Play Therapy/Lego Therapy/Drawing and Talking Therapy. Risk Assessments are completed for children who are at risk of hurting themselves, children or staff by their behaviour.

## Overview of Expectations



For the majority of our children the below overview is a summary of our behaviour expectations and how to manage. Adjustments will need to be made for our children who may have suffered trauma, are SEND or a significant event is happening in their lives at that moment. **It is important to remember all behaviour is a form of communication.**

## Supporting Behaviour of SEND Children

Whilst our behaviour policy is suitable for the majority of our children adjustments may need to be made to support our SEND Children (Equality Act 2010). The following are strategies for the 4 areas of need, this is not an exhausted list of strategies and professional judgement of using others which aren't listed may be used as well. A key part of supporting our children with SEND is using Zone of Regulations, 'what helps the child get back to green?'

If you require an explanation of any of the strategies please contact SENDCo.

## Communication and Interaction

- Now and Next
- Individual visual timetable
- Red and Green basket strategy
- Comic stripping
- Choice flow charts
- Personalised workstations
- Timers
- Personalised reward chart to work towards something of choice
- Food and/or drink

## Cognition and Learning

- Use of visuals (login for Widget can be requested)

- Additional processing time
- Adaptive task
- Child chooses date or learning objective to write and adult records the other
- Visual tick list to support organisation of work

## **SEMH**

- Choice of tasks, some with lessening cognitive demand
- Access to emotional face visuals
- Time to talk with a trusted adult
- Quiet space in the classroom
- Lots of positive praise
- Personalised reward chart to work towards something of choice

## **Physical and Sensory**

- Access to crunchy foods
- Wobble stool
- Wobble cushion
- Standing desk
- Movement breaks – outside, in the corridor
- Massage feet
- Tight cuddle

## **Role of Parents**

Parents will work towards the schools aims by:

- Ensuring their children attend school in good health maintained by healthy diet, exercise and sleep, punctually and regularly (this involves taking holidays out of term time).
- Ensuring their children are safely brought to and collected from school.
- Providing prompt notes or phone calls to explain all absences by contacting the school offices i.e. via Class Dojo.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about the child's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to all homework, for example, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Read the online safety policy.

- Accepting responsibility for the conduct of their children at all times, this includes when we have to instate periods of remote learning.

## **Role of the Pupils**

Pupils will work towards the school's aims by:

- Following the school's golden rules (we are gentle, we are kind and helpful, we listen, we are honest, we work hard, we look after property)
- Being organised – bringing necessary kit, taking letters home promptly, returning books efficiently
- Contributing to the development of the class rules
- Conducting themselves in an orderly manner in line with the golden rules

Becoming more independent and taking growing responsibility for their environment and for their own learning and conduct.

## **Suspensions (formally known as fixed term exclusions) and Permanent Exclusions**

The schools will follow the DfE statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' 2022 and the 'Suffolk Exclusions Guidance' when dealing with pupils who fail to respond to the school's code of behaviour. The decision to exclude a pupil must be lawful, reasonable, fair and proportionate and can only be taken by the Head teacher, or in their absence an 'acting headteacher (An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence). When the headteacher suspends or permanently excludes a pupil they must, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay, notify the social worker and/or VSH, as applicable. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay, regardless of the length of a suspension.

A decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's 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 behaviour of a pupil outside school can be considered grounds for an exclusion.

When excluding children schools must consider their duties under the Equality Act 2010 and Children and Families Act 2014. Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

## **Suspension**

The Executive Headteacher and Heads of School have the power to suspend a child on disciplinary grounds, for one or more fixed periods up to a maximum of 45 days in an academic year. Lunchtime suspensions are counted as half a school day for statistical purposes. Suspensions should be for the shortest time necessary and can be for parts of the school day.

Parents will be informed of the suspension in person or by phone, and in writing. The letter should explain: the reason(s) for the suspension; the period of a suspension or, for a permanent exclusion,

the fact that it is permanent; parents' right to make representations about the suspension from the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this; how any representations should be made; and where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. An appointment to resolve the matter will also be arranged at the same time.

The school may wish to carry out a reintegration meeting for readmission into school and will set and mark work for the pupil whilst they are suspended. The governing body must consider any representations made by parents but cannot reinstate a pupil or need not arrange a meeting with parents for less than five days of suspensions. For suspensions of more than 5 days, the governing body reserves the right to reinstate a pupil.

### **Permanent exclusion**

Where a child is to be permanently excluded the parent will be informed in detail of the reasons for exclusion in writing and the length of the exclusion. Parents will be informed of their rights to make representation to the LA and/or governing body. A governors meeting will be held to confirm the decision or reinstate a pupil within 15 school days. Parents will be informed of their rights to appeal. For a permanent exclusion the LA must arrange suitable full-time education by the sixth day of the exclusion. School will take reasonable steps to set and mark work for pupils in the first five days of their exclusion.

### **Governors**

The Governing Body has set the framework for the school's Behaviour and Discipline policy by agreeing this written statement of general principles for an overall behavioural and discipline policy. The policy is made known to parents through the website, through newsletters or a hard copy from the school office.

### **Use of Reasonable Force to Restrain Pupils**

Under the Education Act of 1997, teachers and other approved staff have a legal right to use reasonable force to prevent a pupil from

- remove disruptive children 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

*(see “Use of Reasonable Force in Schools” – July 2013)*

The Head Teacher has approved all teaching and non-teaching staff who have received appropriate training and who regularly come into contact with the children, with the legal right to use reasonable force. Wherever possible a second adult will be called to assist.

The Head teacher will always be informed and the situation recorded in the restraint log / My Concern. Parents will be informed.

### **Training**

We endeavour to keep our School safe and physical de-escalation training up to date in line with the LA guidance.