Valley Road Primary School

Behaviour Policy (draft)

Approved by:	Mrs Sterjo	**Date:** October 2026
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Aim

This school policy aims to set out the details of how behaviour is managed in school, including procedures and systems for rewards and consequences. It is designed to encourage positive (pro-social) and acceptable (expected)* behaviour and ensure we deal effectively with unacceptable (or non-expected)* behaviour.

**These are terms used in the Zones of Regulation curriculum designed to support children's understanding of behaviour choices, particularly children with SEND. We also prefer to refer to 'consequences' rather than 'sanctions' but both may be used.*

Legislation and Guidance

This policy complies with the following:

Guidance from the Department for Education (DfE):

- Behaviour and discipline in schools
- Use of reasonable force in schools
- The Equality Act 2010: advice for schools
- Keeping Children Safe in Education (DfE, 2025)
- Preventing and tackling bullying (DfE, updated July 2026)
- Behaviour in schools (DfE, 2024)

Statutory guidance from the DfE:

- Special educational needs and disability (SEND) code of practice 0 to 25 years (2015)
- Supporting pupils with medical conditions at school

Ethos and Values

Good behaviour and clear boundaries are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. We recognise that children may not always make positive, pro-social behaviour choices, but these moments can be used as a tool for learning, personal growth and development.

At Valley Road, we believe it is essential to have a positive behaviour management strategy.

In our school community, each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We frequently and regularly stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the standard expectation.

We expect all members of staff to take collective and individual responsibility in implementing this behaviour policy.

Valley Road recognises its legal duties under the Equality Act 2010, the Education and Inspections Act 2006, the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years (2015).

Behaviour Management Principles

In order to live by our vision and mission statements, Valley Road aims to:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety.
- Treat all children fairly, equitably and with unconditional positive regard.
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people.
- Celebrate and recognise good behaviour and relationships, promoting the core values of our school.
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour.
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings.
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds based on a child's protected characteristics cultures, ethnic origin, religion, age, sexual orientation, gender and disability.
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

Behaviour Management Guidelines

At Valley Road we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.

- Children are praised for doing the right thing at every opportunity.
- Children will belong to a named 'House' within the school.
- Points will be awarded at every opportunity for positive behaviour and learning choices.
- Points will be collated in class by Year 6 House Captains once a week. At the end of each long term these will be celebrated and the winning house given a colour ribbon on the house point cup.
- Praise is used specifically to reinforce expected behaviour.

- All adults model positive and appropriate behaviour at all times.
- All children are involved in making and maintaining the rules. They have a right to say what they think should happen and to have their opinions taken into account.
- All rules must be seen to be fair and applied consistently yet flexibly, taking into account individual circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning.
- The school has one over-riding rule: hands-off, which all children will know and adhere to.
- Expectations are phrased positively e.g. "walk slowly" rather than "don't run".
- Staff use a calm and consistent manner when dealing with children.
- Rewards/consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances.
- Discipline should respect children's dignity. Therefore, consequences at Valley Road do not humiliate but allow the child to learn from their mistakes.
- Children are given time to reflect and discuss their behaviour.
- Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.

Roles and Responsibilities

Governing Body

The governing board is responsible for ensuring this behaviour policy's effectiveness and holding the headteacher to account for its implementation and application.

Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour.
- Support staff to deal effectively with poor behaviour choices and take actions where necessary.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

All Staff

Staff responsibilities are:

- To treat all children fairly and with respect.
- To promote children's self-esteem and help them develop their potential.
- To provide a challenging, accessible and interesting curriculum.

- To create a safe and pleasant environment, physically and emotionally.
- To use rules and consequences consistently, using the praise and reward systems in place.
- To build positive relationships with children.
- To model positive behaviour and relationships.
- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide consistent opportunities for discussion and reflection on their behaviour and relationships.

Parents/Carers

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy, copies are available on the school website.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy.
- To encourage independence and self-discipline.
- To try to foster good relationships with the school.
- To know the school rules and expectations.

Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing the class charter (this is displayed in all classrooms, to allow children to reflect/teachers to revisit).
- To celebrate the achievements of others.
- To follow school rules and the class charter to the best of their ability.
- To treat other people, resources and their environment with respect.
- To follow instructions from adults within the school, questioning politely if they don't understand them or believe them to be unfair.

Expectations and Procedures

Rules

Valley Road operates the following basic principles:

- We listen and communicate politely, showing good manners.
- We are kind, helpful and understanding towards other people.
- We always try our best.
- We are respectful to each other, our resources and our environment.

Each class draws up a class charter at the start of the year with more detailed rules and expectations of behaviour in line with Rights Respecting Schools. There are no rules which cannot be justified in terms of promoting or protecting safety, wellbeing and learning. The Charter should have some way of the children agreeing to them – a handprint, signature, face, etc.

We expect children to realise that appropriate/positive behaviour is rewarded and unacceptable behaviour results in consequences. We aim to help children understand that they have rights and that they cannot take away the rights of others.

Teaching Appropriate Behaviour

At Valley Road we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- What the expectations are in school and why.
- To understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn.
- How to modify their behaviour to suit different contexts.
- How to recognise and control their emotions in order to modify their behaviour.

We teach this through:

PSHCE lessons, circle times and assemblies.

Talking to children about values from the Coram SCARF PSHCE curriculum.

Whole School Assemblies using: The Values of the Month list (Responsibility, Tolerance, Honesty, Trust, Happiness, Cooperation, Peace, Understanding, Unity, Freedom,

Acceptance, Human Rights, Forgiveness, Thoughtfulness, Love, Respect, Positivity, Patience, Humility).

Rewards

Positive behaviour choices will be rewarded with:

- Praise and encouragement.
- Reinforcement from SLT (visits to HT for verbal praise).
- Positive messages home e.g. via email, in person or a phone call from the class teacher.
- House team points.
- Whole class rewards (agreed and negotiated by the class).
- Personalised rewards used in line with individual support plans.

Behaviour Ladder

At Valley Road we follow a 6-point ladder system (see *Fig. 1*) for outlining expectations and management of behaviour. Detailed below are the steps and procedures that all children and adults will follow alongside examples of behaviours that constitute each level. As much as possible, adults will follow the scripts provided in school to ensure consistency of behaviour and expectations across the school. Children will go back to 'one' at the beginning of each session and are able to work back to zero within any given session unless 5 has been reached.

This forms part of a graduated approach to behaviour management in school.

Stage Consequences

The behaviour ladder approach sets out expectations and also the consequences for children. It is a visual document which can be used with children to encourage them to regulate their behaviour and understand where they are.

Consequences should be effective (i.e. teach children not to repeat poor behaviour) but should not be humiliating or disproportionate. The system is designed to be consistent and fair, but with enough flexibility to be age-appropriate and adaptable for those with SEND or other additional need. As part of their class charters, children and teachers identify behaviours which fall into each category.

Fig. 1: Behaviour Ladder

Our Behaviour Ladder

😃 Stage 1 - Super Star Choices

• Helping others

• Working hard on challenges

• Trying something new

• Being brave with new foods

Actions: House points, Stickers, Visit SLT

⭐ Stage 2 - Ready to Learn

• Active listening

• Following instructions

• Being polite and kind

• Being responsible

Actions: Praise, House points, Assembly celebration

⚠️ Stage 3 - Warning Zone

• Calling out

• Off task

• Minor disruptions

Actions: Reminder, Positive statement, Zones of Regulation check

🌤️ Stage 4 - Think Space

• Unkind behaviour

• Disruptions

Actions: Behaviour Reflection Sheet, Circle time, 1:1 chat

🔥 Stage 5 - Serious Choices

• Hurting others

• Taking things

• Repeated poor choices

Actions: Missed break/lunch, Behaviour sheet, 1:1 conversation

🚨 Stage 6 - Unsafe Choices

• Violence or aggression

• Repeated serious disruption

Actions: SLT called, Parent meeting, Support plan

Restorative Justice and Follow-Up Action

The behaviour management system at Valley Road is based on the principle of putting mistakes right, being able to move up and down the behaviour ladder. It also allows children to start fresh each session.

Every sanction is designed as a learning tool.

We provide a range of support for children at or at risk of reaching stage 5 including quiet reflection with the class teacher or trusted adult, emotional regulation support and restorative justice sessions in class.

Pupil Support

Valley Road recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our behaviour management system is clear and consistent but is equitably applied. At each stage adjustments may be made as required to ensure the sanctions are fair and proportionate in relation to a child's understanding and cognitive ability.

Sanctions and follow-up action also take into account the intention behind and the context of the behaviour, with a focus on challenging and removing root causes.

Where necessary, support and advice will also be sought as far as possible from specialist teachers, an educational psychologist, a Speech and Language Therapist, Children and Adolescent Mental Health Services (CAMHS) medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create an individual

support plan and review it on a regular basis using the graduated approach to SEND support: assess, plan, do, review.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Unwanted and difficult to defend against

Bullying can be: - Emotional / verbal - Physical - Sexual - Online

Bullying and harassment may also include racist or other discriminatory abuse, often targeting particular areas of vulnerability.

At Valley Road we teach children to understand, recognise, challenge and prevent bullying and understand the difference between bullying and other forms of social conflict (*NB: peer and friendship issues which are a normal part of children's development*).

The school responds to bullying through a staged model, in which the intensity of the school's response is matched to the seriousness and persistence of the behaviour. Everyday unkindness is addressed immediately by any member of staff, who stops the behaviour, checks on the child involved and records what has taken place so that emerging patterns can be identified. Where a pattern of repeated unkindness develops between the same children, the class teacher leads a restorative response, involving all of the children in the group recognising that bullying is a group behaviour and informs parents and carers of everyone involved.

Where behaviour meets the school's definition of bullying (deliberate, repeated, targeted behaviour with a power imbalance), the school follows the Anti-Bullying Alliance three-step response:

1. Securing the safety and wellbeing of those involved, including asking the child on the receiving end how they feel and what they would like to happen

2. Agreeing a plan to prevent the bullying from recurring, involving the whole peer group and never placing responsibility for change on the child being bullied

3. Reflecting as a whole school on what the incident reveals about supervision, language, training or the curriculum.

Where bullying persists despite these steps, or where it is serious, prejudice-based or online, the Head Teacher and Designated Safeguarding Lead a formal response, which may

include a written support plan, governor oversight, sanctions under the Behaviour Policy and referral to external agencies. At every stage the school's first priority is the safety of the children involved, and no case is closed until the child confirms that they feel safe and the situation has remained stable over a review period.

Staged Model for Bullying:

Stage 1 An allegation is made but there is no clear evidence that bullying has occurred. All children concerned are placed on 'bully watch' and staff are asked to be vigilant and record any interaction or issue, however minor
Stage 2 There is evidence that bullying or harassment has taken place The children involved agree a contract of behaviour (may be scribed by an adult) which states clearly what is and is not allowed and the sanctions that would happen if the agreement is breached.
If the contract is breached and there is clearly targeted and systematic bullying and harassment. The child being bullied has an individual safety plan designed to minimise risk of further harm without curbing their freedom or limiting their experiences. The child who has been bullying or harassing has an individual behaviour plan with clear consequences, restrictions and expectations and a restorative justice action plan. There are cases in which the bullying and harassment is complex and not clearly one-sided. Children may need a combination of behaviour and support plans. In both support and behaviour plans, additional support will be provided to help children recover and learn from the experience.

Suspension and Exclusion

Suspension and permanent exclusion are used only as a last resort, following a graduated response, and only in line with the DfE statutory guidance Suspension and permanent exclusions from maintained schools, academies and pupil referral units in England. Before any suspension, the Head Teacher carries out and records a lawfulness check, confirming that the decision has a lawful basis, follows the statutory procedure and takes account of the child's individual circumstances, including any SEND. Parents/carers are always informed, and the governing board receives termly reports on suspension and exclusion data.

Every use of force, where one occurs following training, is recorded on CPOMS with the date, staff involved, duration and the method of parental notification, in line with DfE guidance on the use of reasonable force.

Positive Handling

The use of force to restrain or control children is only ever used when it is the only safe option, where the member of staff is trained to do so, and would always comply with the DfE guidance 'Use of reasonable force in schools'. At present, no staff are trained in physical restraint; de-escalation training will be provided for all staff in October 2026, and the position will be reviewed after that training before any form of physical intervention is permitted.

Valley Road recognises that many children who display dangerous or extreme behaviour have experienced some kind of trauma, and that restraint and physical force can re-traumatise. In order to maintain a safe learning environment for all children, we do not tolerate dangerous and disruptive behaviour. However, we also seek to minimise the use of force and restraint. Staff are not currently trained in physical restraint, and de-escalation training will be provided for all staff in October 2026. In the meantime, in any situation where a child presents with aggressive behaviour, staff will use verbal de-escalation and other non-physical strategies, and will seek support from a senior leader rather than intervening physically. Therefore, as part of our staged system, all stage 5 individual behaviour plans where aggressive behaviour is an indicator include prevention strategies and adjustments to minimise the risk of needing to use physical force or restraint.

Where a situation presents an immediate risk to the safety of a child or others, and a member of staff is not trained in physical restraint, staff should not attempt to physically intervene. Instead, staff should: remove other children from the area and move bystanders to safety; call for immediate support from a senior leader (using the school's agreed call system/radio); continue to use calm, low-stimulus verbal de-escalation from a safe distance; and, where a child is at risk of serious harm, contact emergency services (999) without delay. Any such incident must be reported to the Head Teacher or Designated Safeguarding Lead on the same day, recorded in full, and parents/carers informed.

Following the October 2026 de-escalation training, this section will be reviewed, and the school will consider whether any further training is needed before it permits any form of

physicalintervention.

Monitoring and Equality Analysis

Behaviour incident data is analysed termly and broken down by pupil group, including pupils with SEND, pupils eligible for free school meals, and pupils known or previously known to children's social care. The governing board reviews this analysis to check that no group is disproportionately affected by sanctions, and where disproportionality is identified, leaders act to address the underlying causes. This analysis also forms part of the school's evidence base under the Ofsted education inspection framework (from November 2025), where inspectors evaluate consistency, proportionality and impact.

Safeguarding and SEND

We respond to inappropriate behaviour by investigating and trying to understand the cause. Inappropriate behaviour can be an indication of issues relating to child protection or unmet special educational need. As well as the immediate response as set out in our sanctions procedures, we act promptly to identify potential underlying issues and agree a prevention and support plan with parents/carers and/or external agencies where appropriate.

Appendix A – UNCRC Rights of the Child

- **Article 2:** Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
- **Article 4:** Governments must do all they can to make sure every child can enjoy their rights.
- **Article 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- **Article 13:** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.
- **Article 14:** Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.
- **Article 19:** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- **Article 23:** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- **Article 27:** Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

- **Article 28:** Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.
- **Article 29:** Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.
- **Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.
- **Article 31:** Children have the right to relax, play and to join in a wide range of leisure activities.
- **Article 39:** Children who have been neglected or abused should receive special help to restore their self-respect.