



Behaviour and Discipline Policy

Signed by Chair of Governors:

Date approved by governors:

Date shared with staff: September 2026

Reviewed: July 2026

Next Review: September 2027

Rationale

At Belmont Primary School, we recognise that all behaviour is communication and that some children may require additional support to meet expectations. Staff will always consider individual circumstances, including SEND and wider needs.

However, being inclusive does not mean accepting behaviour that prevents others from feeling safe, respected or able to learn. Reasonable adjustments may be made for individual pupils, but clear boundaries, expectations and consequences remain important for all children.

As such, this policy aims to:

- Create a positive culture that promotes excellent behaviour and ensures all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect our values.
- Outline expectations and responses when behaviour does not meet those expectations.
- Provide a consistent approach to behaviour management for all pupils.
- Define unacceptable behaviour, including bullying and discrimination.

Links with other Policies

Our Behaviour Policy underpins the working of the school. There are, however, specific links with other important school policies – Equalities, PSHE, Health and Safety, Attendance, Special Educational Needs, Anti Bullying and Staff Code of Conduct. It will be updated as necessary to include any new Government initiative or policy.

Our Behaviour Vision

At Belmont Primary School, we believe every child has the right to learn in a calm, safe and respectful environment. We promote positive behaviour through clear expectations, strong relationships, recognition of positive choices and consistent responses when behaviour does not meet expectations.

We understand that behaviour can be a form of communication and that some children will require additional support to succeed. However, we also recognise our responsibility to maintain high expectations so that all members of our school community feel safe, valued and respected.

Our Golden Guidelines	
At Belmont Primary School, we want everyone to feel happy, safe and respected. Our Golden Guidelines help us to make our school the best place it can be.	
1. Be respectful, helpful and kind	Treat others as you would like to be treated.
2. Look after our school	Take care of equipment, resources and the environment around you.
3. Always try your best	Work hard, challenge yourself and be proud of your efforts.
4. Keep yourself and others safe	Move calmly and make safe choices around school.
5. Be honest and take responsibility	Everyone makes mistakes — we learn from them and put things right.
6. Enjoy every opportunity	Have a positive attitude, join in and make the most of every day.
These expectations apply:	
• in classrooms	
• around school	
• at break and lunchtime	
• during visits and events	
• online and when representing the school	

Encouraging Positive Behaviour

The majority of our children follow the school rules. Rewarding them for their good behaviour and attendance is important in maintaining their motivation and sense of self-worth.

- Golden tickets - Class Dojo Points – recognising adherence to the golden guidelines
- Verbal praise; body language (smile, thumbs-up, nod)
- Golden Time (R / KS1)
- Stickers; star of the day/week; stamps; achievement passports
- School team points – Blue Discoverers; Yellow Adventurers; Red Explorers; Green Challengers
- Reading playtime (KS2)
- Celebrations assembly; certificates, whole class awards
- Sporting awards and participation certificates
- Headteacher stickers
- Headteacher award and prize (half termly)
- Reader / Writer / Mathematician of the Week
- Artist of the Term
- Recognition on pupil portfolio on the Class Dojo platform

- Parent/teacher consultations – positive comments and progress report
- Termly reports - recognising progress, effort, good behaviour and attitude to school.

Class teachers may also operate other 'informal' methods of recognising appropriate behaviour.

Remember – overt praise can embarrass some children.

Key Principles

- Setting good habits early – We support children in developing positive behaviour, regular attendance and punctuality from the earliest stages of school life, working closely with parents and carers.
- Early intervention – We believe in identifying concerns early and providing support before difficulties become established.
- Supporting behaviour management – We work together as a whole-school team to promote positive behaviour and ensure a consistent approach for all pupils.

Early Years Foundation Stage

In the Early Years Foundation Stage, children are supported to learn and follow the Golden Guidelines through clear routines, positive reinforcement and close partnerships with parents and carers. Staff work closely with families and external agencies where additional support is required.

Working With Parents / Carers

We believe that positive partnerships with parents and carers are essential in supporting children's behaviour, wellbeing and attendance. We aim to work collaboratively with families through regular communication, meetings and discussions, celebrating successes as well as addressing concerns.

Parents/carers are encouraged to share any information that may affect their child's wellbeing or behaviour so that appropriate support can be provided. We use Class Dojo, parent consultations and school reports to maintain communication and recognise children's achievements.

Where behaviour incidents occur, parents/carers will be informed as appropriate: via direct conversation, telephone or behaviour letter via Parentpay. Communication will outline the nature of the incident, actions taken by school and any agreed next steps to support improvement. At Stage 3, parents/carers will be invited to a meeting to develop a behaviour plan, identify triggers and agree targets and strategies to support improvement.

Parents / Carers should:

- Support the school's behaviour expectations, including recognition of positive choices and agreed consequences when needed.
- Work in partnership with school staff to promote respectful behaviour and positive attitudes towards learning.
- Encourage their child to understand the importance of following rules, taking responsibility for their actions and repairing relationships when things go wrong.
- Communicate any concerns or circumstances that may affect their child's wellbeing, learning or behaviour.
- Engage with school when concerns are raised and work collaboratively to agree strategies that support improvement.
- Ensure their child attends school regularly, arrives on time and notify school of reasons for absence.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. We encourage them to contribute ideas through PSHE lessons and class discussions.

Pupils should:

- Follow the 'Golden Guidelines'.
- Co-operate readily with all school staff and their peers.
- Treat one another with fairness and respect.
- Share their thoughts and feelings with adults so that we can understand their perspective and help them make positive choices.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

Responding When Expectations Are Not Met

Staff follow the graduated behaviour response outlined below. The aim is always to:

- remind
- support
- allow the child opportunity to correct behaviour
- apply consequences consistently where needed
- repair and restore relationships afterwards

Behaviour Response Stages

Stage	Examples of behaviour	Adult response	Possible consequences/support
Stage 1: Reminder and redirection	Low-level disruption, calling out, distracting others, off-task behaviour, not following routines	Calm reminder of expectations. Reinforce Golden Guidelines. Praise children demonstrating expected behaviour. Give opportunity to correct behaviour.	• Verbal reminder. • Temporary change of seating/place if needed. • Complete missed work if appropriate. • Brief informal discussion with an adult.
Stage 2: Continued Behaviour or Clear Choice Not to Follow Expectations	Repeated Stage 1 behaviour, ignoring reminders, refusal to follow reasonable instructions, disrespectful responses, disruption affecting learning	State expectation clearly. Give take-up time. Offer support/choice. Explain next step calmly.	• Parents informed – Stage 2 letter. • Letter scanned and added to Provision map. • Add to formal warning system (Excel spreadsheet) • Time to complete missed learning if appropriate. • Permanent change of seating in class. • Short reflection time away from situation if needed. • Reflection sheet completed during break / lunch time (10 mins) • Record on CPOMS .
Stage 3: Persistent or Significant Behaviour Concern	Continued refusal, repeated disruption preventing learning, deliberate unkindness, verbal aggression, unsafe choices, damage to property, physical incidents.	Headteacher/DHT/SLT support if required. Identify triggers and support needed. Review strategies already in place.	• Stage 3 letter requiring formal Parents/carers meeting. • Letter scanned and added to Provision map. • Add to formal warning system (Excel spreadsheet) • Behaviour support plan/targets (Saved on Provision Map) • Restorative action – loss of break / lunchtime (20 mins) or another logical sanction to fit the misdemeanour. • Increased monitoring by teacher/phase lead. • SENDCo/external agency involvement if appropriate. • CPOMS record.
Stage 4: Serious Behaviour Incident	Significant aggression, unsafe behaviour, bullying,	Headteacher/DHT/SLT involvement. Ensure safety first. Remove	• Stage 4 letter requiring urgent formal Parents/carers meeting. • Letter scanned and added to Provision map.

	discriminatory incidents, serious damage, behaviour creating risk to self or others.	audience/reduce escalation. Incident reviewed fully.	• Add to formal warning system (Excel spreadsheet) • Individual risk planning (Saved on Provision Map) • SENDCo/external agency involvement if appropriate. • Internal provision or adjusted arrangements at break/lunch time or lesson time if needed. • Exclusion may be considered in line with statutory guidance. • Reintegration meeting following temporary exclusion.
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Important Principles

- Consequences should be **proportionate, respectful and restorative**.
- Consequences should help children **learn from mistakes and repair harm**.
- Logical consequences should be used wherever possible.
- Consequences should be applied consistently but with consideration for a child's age, SEND and individual circumstances.
- Refusal to accept a consequence does not remove the consequence.

Serious Behaviour Incidents

When these steps have been exhausted, or in the event that an incident or persistent misdemeanours are deemed sufficiently serious / present an on-going risk to other pupils or staff, or serious risk to property, a temporary or permanent exclusion may be given at discretion of the Headteacher. Following any exclusion there will be a reinstatement interview where terms and conditions of behaviour will be agreed. It should be noted that Belmont Primary School does not actively seek for children to be excluded and as such will exhaustively investigate all measures to prevent the outcome of either temporary or permanent exclusion.

Responding to Refusal Escalation or Dysregulation

Persistent refusal to follow adult instructions or refusal to engage with agreed regulation time may result in additional support from a senior member of staff and will be considered a significant behaviour concern.

Important principles when responding to behaviour

Adults will:

- ✓ remain calm and avoid public confrontation where possible
- ✓ use short, clear instructions
- ✓ allow children time to make positive choices
- ✓ avoid repeated warnings without follow-through
- ✓ apply agreed consequences consistently
- ✓ repair relationships after incidents

Children will:

- ✓ be supported to regulate and reflect
- ✓ be expected to take responsibility for their choices
- ✓ be helped to repair harm caused
- ✓ understand that unsafe or disruptive behaviour has consequences

Regulation Time or loss of breaktime arrangements

Regulation time is intended to help pupils become calm, ready to learn and able to reflect on their choices.

Typical arrangements: 5–10 minutes in a designated classroom, calm activity/reflection sheet or completion of work, restorative conversation and supported return to learning.

Y1 – Y2	Y3 – Y5	Y4 – Y6	
Y2 – Y1	Y5 – Y3	Y6 – Y4	

During lunchtimes, children who need time to complete a behaviour reflection task will spend a short period in a designated adult-supervised area to complete their agreed consequence.

SEND and Individual Needs - Identifying underlying causes

We recognise that some pupils with SEND, social, emotional and mental health (SEMH) needs, communication differences or other individual circumstances may require additional support and reasonable adjustments to help them access learning and meet behavioural expectations.

Staff will always consider whether behaviour may be linked to an underlying need and will work collaboratively with pupils, parents/carers, the SENDCo and, where appropriate, external professionals to identify strategies that promote positive behaviour and successful participation in school life.

Whilst individual needs are recognised and supported, all pupils have the right to learn in a calm, safe and respectful environment. Behaviour that places others at risk or significantly disrupts learning will always be responded to appropriately. Pupils will be supported to understand expectations, develop self-regulation skills and repair relationships when difficulties occur.

Reasonable Adjustments

Reasonable adjustments will be tailored to individual needs and may include personalised strategies identified through an SSP, EHCP or individual behaviour plan.

- visual reminders, prompts and timetables
- adapted language or simplified instructions
- additional processing time
- planned movement or regulation breaks
- use of a calm space or agreed safe area
- sensory resources where appropriate
- social and emotional interventions, including Thrive
- additional adult check-ins
- adjustments to transitions or routines
- personalised reward or motivation systems
- preferred seating or environmental adaptations
- task chunking and scaffolding
- restorative conversations to support reflection and repair relationships

Reasonable adjustments are designed to help children meet expectations; they do not remove expectations.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or refusal to follow instructions
- Deliberate unkindness / disrespect to others
- Incorrect uniform (however, there may be mitigating circumstances for this)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Repeated refusal to follow instructions or complete restorative conversations/consequence
- Vandalism
- Theft
- Fighting
- Possession of any prohibited/banned items. These can include, but not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual assault (sexual touching without consent)
- Sexual harassment, meaning conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying

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
- Difficult to defend against

Further, more in-depth information can be found in our **Anti Bullying Policy**.

Use of Reasonable Force

Where there are concerns about children hurting themselves or others, damaging property or causing disorder, reasonable force may be used. 'Reasonable in the circumstances' means using no more force than is needed. More information is published in 'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (DfE. July 2013).

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2026](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online