Our Vision: "To make every day count"

Whole School Behaviour Approach

(2025 – 2026 Policy)

To be read alongside the Behaviour Principles

Head Teacher: Mrs Catherine Dennison

Signed: CDennison

Chair of Governors: Mr Darren Foote

Signed:

Date: November 2025

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how all staff implement this policy to ensure rewards and sanctions are applied consistently.

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Review & Amendments Page

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version No.	Version Description	Date of Revision
1	Original	September 2020
2	Paragraph on guidance for exclusions (Exclusion from maintained schools in England, Sept 2017 DFE)	February 2021 (Reviewed by CLD, MR, KP)
3	Inclusion of behaviour certificates Removal of 'classroom rules' Updated use of 'physical intervention' Inclusion of ELSA	February 2022
4	Updated to include new guidance from "Behaviour in Schools" September 2022 "Suspension and Permanent Exclusion from maintained school" September 2022	November 2022 (Reviewed by FGB)
5	Considered and ratified by the FGB	
6	Reviewed by staff and Governors	September 2023
7	Updated and ratified by FGB Inclusion of E+R=O document	November 2025

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Aims and Expectations:

"Good behaviour in school is central to a good education. Schools need to manage behaviour well so that they can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for pupils to succeed personally." (Behaviour in Schools, DFE, February 2024)

At Black Combe Junior School, we aim to create and sustain a calm, orderly and supportive school environment where high expectations for behaviour are consistently applied and where all pupils feel safe, valued and respected. We are committed to establishing a whole-school culture of nurture, care and non-judgemental empathy, within which children are explicitly taught, supported and expected to develop positive social behaviours.

Through our planned behaviour curriculum, pupils are taught, modelled and supported to consistently demonstrate:

- good behaviour and respect for others
- self-discipline and a positive regard for authority
- an understanding of how to build and maintain positive relationships
- an active commitment to preventing all forms of bullying (including cyberbullying and discriminatory behaviour)
- responsibility for completing tasks and contributing positively to their learning environment

Our 'Whole School Behaviour Approach' is underpinned by four fundamental principles which ensure:

- strong, respectful and productive relationships between pupils, staff and parents/carers
- clear behaviour expectations that are explicitly taught, practised and reinforced over time
- pupil awareness of behaviour and ownership of choices and consequences
- a shared understanding of mutual rights, responsibilities and respect

We ensure that all pupils, including those with SEND and those who may be vulnerable, are supported to meet these expectations through an inclusive approach. Where appropriate, reasonable adjustments are made so that all pupils can successfully access and respond to behaviour support systems.

Black Combe Junior School ensures that all children feel safe, are treated with dignity and are able to learn without disruption. High standards of behaviour are expected and maintained across all areas of school life, including in lessons, during transitions, at breaktimes and on educational visits.

This policy aims to:

- Provide a clear, consistent and well-understood approach to behaviour management across the school
- Define expected behaviours and clearly outline what constitutes unacceptable behaviour, including bullying
- Ensure behaviour expectations are explicitly taught, modelled and reinforced through a structured behaviour curriculum
- Promote a culture of high expectations, respect and positive relationships across the school community
- Set out the roles and responsibilities of staff, pupils, parents and leaders in maintaining high standards of behaviour
- Ensure that rewards and sanctions are applied fairly, consistently and proportionately, taking account of individual needs
- Support pupils to understand the impact of their behaviour and enable them to make positive choices

- Outline how behaviour is monitored, recorded and reviewed by leaders to ensure effectiveness and continuous improvement
- Ensure that behaviour systems are inclusive and do not disadvantage any group of pupils
- Outline classroom management approaches, staff training and ongoing professional development in behaviour
- Promote effective partnership working with parents/carers and, where appropriate, external agencies
- Set out the use of reasonable force and physical intervention in line with statutory guidance
- Outline the disciplinary action taken against pupils who make malicious accusations against staff

Legislation and statutory requirements

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

- Behaviour and Discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

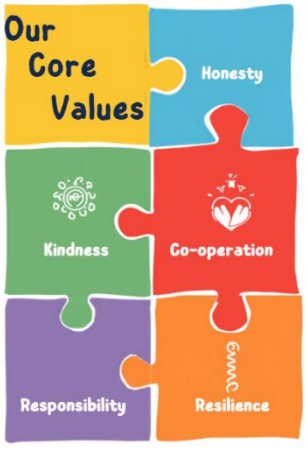
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The Behaviour Policy will be published on the school website and available in hard copy on request.

A parent-friendly summary and the pupil-facing version of the policy will be produced annually and shared with parents/carers at the start of each academic year.

A Consistent Approach to Behaviour Management



Core Values:

At Black Combe Junior School, our Core Values underpin all aspects of school life and form a central part of our behaviour curriculum. These values are explicitly taught to all pupils through structured PSHCE lessons, assemblies and planned opportunities across the curriculum.

Our Core Values are consistently embedded throughout daily school life and are brought to life through the modelling of high expectations by all staff, who demonstrate respectful, positive and professional behaviours at all times. Pupils are supported to practise and apply these values in a range of contexts, including lessons, transitions and unstructured times, so that positive behaviour becomes habitual.

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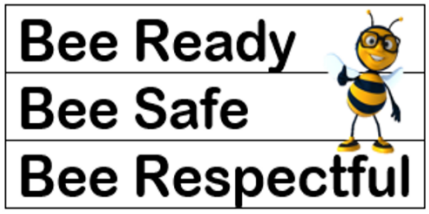
Leaders ensure that these values are consistently applied across the school and are regularly reviewed through pupil voice, staff monitoring and observations, to evaluate their impact on behaviour, relationships and the overall school climate. As a result, pupils develop a strong sense of belonging, responsibility and respect, contributing to a calm, safe and purposeful learning environment.



The Three Bees:

At Black Combe Junior School, our behaviour expectations are clearly defined through our 'Three Bees': Be Ready, Be Respectful, Be Safe. These form a simple, consistent framework that underpins our behaviour curriculum and is understood and applied by all pupils and staff.

The 'Three Bees' are explicitly taught, modelled and practised across all areas of school life, including lessons, transitions and unstructured times. Staff consistently reinforce these expectations through clear routines, positive recognition and proportionate responses to behaviour. This ensures that pupils understand what is expected of them and are supported to meet these expectations in all contexts.

- Be Ready: Pupils are prepared to learn, arrive on time, follow instructions and engage positively in lessons.
- Be Respectful: Pupils show kindness, courtesy and consideration towards others, valuing diversity and treating all members of the school community with respect.
- Be Safe: Pupils make responsible choices that keep themselves and others physically and emotionally safe, both in school and beyond.

Leaders ensure that the 'Three Bees' are consistently applied across the school, and their impact is regularly reviewed through monitoring, staff feedback and pupil voice. This shared approach promotes a calm, orderly and purposeful environment where all pupils can learn and thrive.

Definitions of unacceptable behaviour:

Misbehaviour is defined as any action or behaviour which does not meet the school's expectations, as set out in our behaviour curriculum, and which prevents the school from maintaining a calm, safe and supportive environment.

This includes:

- Any behaviour that disrupts teaching and learning or prevents others from learning effectively
- A lack of self-discipline or a failure to follow reasonable instructions from adults
- Behaviour which shows a lack of respect for others or for the school environment
- Non-completion of classwork or homework without reasonable cause
- Failure to meet school expectations regarding uniform and presentation
- Bringing into school items that are banned under school rules, including mobile phones, electronic devices, toys or other non-permitted items

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Misbehaviour may also include actions that negatively impact on the safety, wellbeing or learning of others.

All expectations are applied consistently and fairly, with consideration given to individual circumstances. Where appropriate, reasonable adjustments will be made to ensure all pupils are supported to meet behaviour expectations.

Serious misbehaviour is defined as behaviour which significantly harms the safety, wellbeing or education of pupils or staff, or which demonstrates a serious breach of the school's behaviour expectations.

This includes, but is not limited to:

- Behaviour that causes, or risks causing, physical or emotional harm to others
- Repeated or persistent breaches of the school's behaviour policy
- Any form of bullying, including cyberbullying and discriminatory behaviour
- Fighting, physical aggression or violence
- Vandalism or deliberate damage to property
- Theft or suspected criminal behaviour
- Racist, sexist, homophobic or otherwise discriminatory language or actions
- Possession of prohibited or dangerous items

Serious misbehaviour also includes child-on-child abuse, including:

- Sexual harassment
- Sexual violence or sexual assault
- Harmful sexual behaviour, whether online or offline

Bullying is behaviour by an individual or group repeated over time that intentionally hurts another physically or emotionally. The school treats any form of discriminatory behaviour (racist, homophobic, misogynistic, disablist) as serious. All such incidents will be logged, parents informed, and considered for a safeguarding response where needed.

When responding to serious misbehaviour, the school will consider the context of the behaviour, including whether it may be linked to a pupil's vulnerability, unmet need, or possible abuse or exploitation. Appropriate support will be provided alongside any necessary sanctions.

How Children Are Expected to Behave:

The 'Three Bees' provide a clear framework for behaviour at Black Combe Junior School. Pupils are supported to understand how these expectations are demonstrated in practice across all aspects of school life.

Be Ready: Pupils arrive on time, bring the correct equipment and are prepared to engage positively in their learning.

Be Respectful: Pupils treat others with kindness and courtesy, valuing difference and showing respect to all members of the school community.

Be Safe: Pupils make responsible choices that keep themselves and others safe, including during lessons, at playtimes, when moving around school and when using the internet or social media.

These expectations apply consistently at all times, including in classrooms, during transitions, at breaktimes and beyond the school environment. Staff support pupils to understand and meet these expectations through clear routines, modelling and reinforcement.

Responsibilities and Expectations of Staff, Pupils and Parents

To achieve and sustain a calm, safe and supportive environment, all members of the school community must understand and fulfil their role within the whole-school behaviour approach. This shared responsibility ensures that high expectations are applied consistently and that positive relationships underpin school life.

The Headteacher, supported by senior leaders, is responsible for securing high standards of behaviour by ensuring the policy is consistently implemented, staff are well trained, and behaviour systems are regularly monitored and reviewed for effectiveness and inclusivity.

Pupils are taught the school's Core Values through a clearly defined behaviour curriculum, delivered through PSHCE, assemblies and across daily school life. Expectations are explicitly taught, modelled and reinforced by staff, with regular opportunities to practise these behaviours in lessons, transitions and unstructured times.

Where additional support is needed, staff use a graduated approach, including restorative conversations, targeted interventions and behaviour recovery plans. Leaders monitor the impact of these strategies through behaviour data, staff feedback and pupil voice, ensuring provision is responsive and meets the needs of all pupils.

Roles and Responsibilities

Maintaining high standards of behaviour is a shared responsibility. All members of the school community are expected to contribute to a calm, safe and supportive environment by consistently modelling and reinforcing the school's behaviour expectations.

The Role of the Headteacher and Senior Leaders

The Headteacher, supported by senior leaders, is responsible for ensuring that:

- A clear and effective whole-school behaviour approach is established, communicated and understood by all
- The behaviour policy is implemented consistently across all areas of school life
- Staff receive regular training and support to apply behaviour strategies effectively
- Behaviour is actively monitored through data, observations and pupil voice to evaluate impact and identify trends
- Provision is inclusive, with appropriate support and reasonable adjustments in place for pupils who require them
- The school environment remains calm, orderly and conducive to learning

- The governing body will receive termly behaviour and safeguarding reports that include: behaviour incident totals, exclusions, restorative outcomes.
- Governors will review the policy annually and after any serious incident.

The Role of Staff

All staff are responsible for:

- Consistently modelling the behaviours and attitudes expected of pupils
- Explicitly teaching and reinforcing the school's behaviour expectations through everyday practice
- Establishing and maintaining clear routines and high expectations across all contexts, including lessons, transitions and unstructured times
- Applying rewards and sanctions fairly, consistently and proportionately
- Using de-escalation strategies and restorative approaches where appropriate
- Recognising when behaviour may indicate unmet need and responding with appropriate support

All behaviour incidents, restorative outcomes and sanctions will be logged on CPOMS within 24 hours. Serious incidents (physical injury, racist/sexist/homophobic language, sexualised behaviour, suspected criminal activity) must be reported immediately to the DSL and recorded on the safeguarding system. The DDSL will review weekly and the Headteacher will report trends to governors in the Headteacher's Report.

Staff work collaboratively to ensure that pupils experience a consistent approach, regardless of class, setting or adult.

The Role of Pupils

Pupils are expected to:

- Understand and follow the school's behaviour expectations (the 'Three Bees')
- Take responsibility for their behaviour and its impact on others
- Contribute positively to a safe, respectful and inclusive school environment
- Engage fully in learning and follow instructions from staff
- Reflect on their behaviour and take part in restorative processes when required

Pupils are supported to develop independence, self-regulation and a strong sense of belonging within the school community.

The Role of Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour approach and reinforce expectations at home
- Promote good attendance, punctuality and readiness for learning
- Work in partnership with the school to address behaviour concerns constructively
- Engage with communication from the school regarding behaviour, both positive and negative
- Treat all members of the school community with respect

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Strong partnerships with parents and carers support pupils to develop positive behaviour and attitudes over time.

Responding to Positive Behaviour and Misbehaviour

Responding to Positive Behaviour:

At Black Combe Junior School, positive behaviour is actively promoted through consistent and meaningful recognition. When pupils demonstrate expected behaviours, or go beyond expectations, they are recognised and praised in a way that is specific, timely and reinforces the behaviour we wish to see repeated.

Staff consistently acknowledge positive behaviour through verbal praise and by sharing achievements across the staff team to ensure recognition is visible and consistent across the school. Pupils who demonstrate sustained or exceptional behaviour may be celebrated through whole-school systems, including behaviour certificates presented in weekly 'Shine Assemblies'.

Parents and carers are kept informed through a range of communication methods, including WEDUC, informal conversations and, where appropriate, invitations into school. This partnership helps to reinforce positive behaviour and ensures that success is recognised both in school and at home.

Leaders monitor the use of rewards to ensure they are applied fairly, consistently and inclusively, and that recognition has a positive impact on pupils' behaviour, motivation and sense of belonging.

Responding to Misbehaviour:

At Black Combe Junior School, responses to misbehaviour are clear, consistent and proportionate, and are designed to support pupils in understanding and improving their behaviour. Sanctions are applied fairly and predictably, ensuring that all pupils understand the consequences of their actions and feel secure in a structured environment.

Staff respond to misbehaviour in a calm and respectful manner, using a graduated approach that aims to de-escalate situations and prevent recurrence. Wherever possible, pupils are supported to reflect on their behaviour, understand its impact on others, and take responsibility for making positive changes.

Sanctions may include:

- a reminder of expectations and redirection
- a restorative conversation
- completion of missed or unfinished work
- loss of privileges or free time
- temporary removal from the classroom
- communication with parents or carers
- more serious consequences, including a fixed term or permanent exclusion, where appropriate

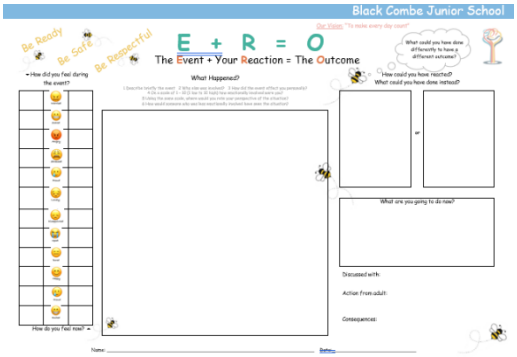
All sanctions are applied:

- consistently across staff and settings
- proportionately, taking account of age, needs and circumstances
- in a way that supports pupils to learn from their behaviour

Where appropriate, reasonable adjustments are made to ensure that pupils with additional needs are supported to meet expectations, in line with the Equality Act 2010.

For pupils with SEND, behaviour expectations and consequences will be adapted through SEN Support plans or EHCPs where needed. Behaviour targets and strategies will be co-produced with parents, the pupil and external professionals. Individual Risk Reduction Plans or Positive Handling Plans will be created where there is a foreseeable risk, and reviewed every half term

Supporting Positive Change



Following a sanction, staff will take appropriate steps to support pupils in improving their behaviour. This may include:

- restorative conversations
- Reflection sheet – E+R=0 page.
- targeted interventions or behaviour support plans

This approach recognises that behaviour is a form of communication and ensures that pupils are supported to re-engage positively with school life. Following a behaviour incident or sanction, pupils may be supported to complete a structured behaviour reflection. We use the 'Event + Reaction = Outcome' model to help pupils reflect on their behaviour, understand its impact and consider how alternative choices could lead to more positive outcomes.

This process encourages pupils to:

- reflect on what happened and how they felt
- understand the impact of their actions on others
- consider how they could respond differently in the future
- take responsibility for improving their behaviour

These reflections form part of the school's restorative approach and support pupils to develop self-regulation, resilience and positive decision-making. Completed reflections may be discussed with staff and, where appropriate, shared with parents to support ongoing behaviour improvement.

Consistency, Monitoring and Impact

Leaders ensure that sanctions are applied fairly and consistently across the school. Behaviour incidents are recorded and regularly reviewed to:

- identify patterns or trends
- ensure equity across different groups of pupils
- evaluate the effectiveness of behaviour strategies

This monitoring enables leaders to adapt practice, provide additional support where needed, and ensure that the school's approach to behaviour has a positive impact on pupils' conduct, wellbeing and learning.

Statutory Guidance on Exclusion (fixed-term and permanent):

Suspensions and permanent exclusions are used as a last resort, where other strategies to support behaviour have been unsuccessful or where there has been a serious breach of the school's behaviour policy.

A decision to suspend or permanently exclude a pupil will only be taken:

- on disciplinary grounds
- in response to a serious breach or persistent breaches of the behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others

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Any decision to exclude will be lawful, reasonable and proportionate, taking into account the individual circumstances of the pupil. Only the Headteacher has the authority to suspend or permanently exclude a pupil. In making this decision, consideration will be given to:

- whether the behaviour may be linked to a pupil's special educational needs, disability or other vulnerability
- whether appropriate support, interventions or reasonable adjustments have been implemented
- whether the behaviour may indicate an underlying safeguarding concern

Where appropriate, alternative strategies such as early intervention, targeted support, off-site provision or managed moves will be considered before exclusion.

Exclusions will follow DfE statutory guidance.

- Parents will be informed in writing without delay with reasons, duration, right to appeal, and information about arrangements for education during exclusion.
- The governing body and local authority will be notified as required.
- The Headteacher will ensure alternative provision is arranged for any fixed period exceeding five days in an academic term as per LA guidance

Behaviour Strategies and Classroom Practices

At Black Combe Junior School, our approach to behaviour ensures that all pupils are treated with fairness and respect, and are supported to understand and meet the school's expectations. Behaviour is taught explicitly through our behaviour curriculum and reinforced consistently through daily practice.

Staff play a key role in modelling and promoting positive behaviour. They establish clear routines, maintain high expectations and respond to behaviour in a calm, consistent and respectful manner. Where misbehaviour occurs, staff use a graduated approach that includes clear guidance, appropriate sanctions and restorative conversations to support pupils in reflecting on and improving their behaviour.

Teachers are responsible for creating engaging and purposeful learning environments that promote positive behaviour and minimise disruption. All staff work collaboratively to ensure that expectations are applied consistently across the school, including during lessons, transitions and unstructured times. Leaders evaluate the consistency of behaviour practice through regular learning walks, behaviour audits and pupil voice, ensuring that expectations are applied reliably across all areas of the school.

Leaders provide ongoing support for staff through training, guidance and access to additional resources. Behaviour practice is regularly reviewed through monitoring and professional dialogue to ensure consistency, effectiveness and continuous improvement.

Pupil Support and Partnership with Parents and Other Agencies

At Black Combe Junior School, we recognise that behaviour is a form of communication and that some pupils may require additional support to meet expectations. We are committed to providing a nurturing, inclusive approach that enables all pupils to succeed.

Support for pupils is underpinned by an understanding of individual need. In line with the Equality Act 2010, the school ensures that behaviour systems are applied fairly and do not disadvantage any pupil. Where appropriate, reasonable adjustments are made to expectations, support strategies and responses to behaviour. Staff take care to avoid indirect discrimination and ensure that any sanctions are proportionate and take account of individual circumstances.

Pupils are supported through a range of strategies, including restorative conversations, targeted interventions and behaviour support plans. Where appropriate, additional provision such as Emotional Literacy Support (ELSA) is used to support pupils' social, emotional and mental health needs.

Strong partnerships with parents and carers are central to supporting positive behaviour. The school communicates regularly with families regarding pupils' behaviour, both positive and negative, using a range of methods including WEDUC, informal conversations and meetings in school.

Where a pupil requires additional support, the school works collaboratively with external agencies, including educational psychologists, mental health professionals and behaviour specialists. This ensures that pupils receive coordinated support and that strategies are effectively implemented both in school and beyond.

Leaders monitor the impact of support and interventions to ensure they are effective, inclusive and responsive to pupils' needs.

Physical Intervention:

At Black Combe Junior School, we are committed to maintaining a safe and supportive environment for all pupils and staff. In line with Department for Education guidance on the use of reasonable force, trained members of staff may use physical intervention where it is necessary to prevent harm, disruption or unsafe behaviour.

Physical intervention will only be used:

- to prevent a pupil from harming themselves or others
- to prevent serious damage to property
- to stop behaviour that significantly disrupts learning or school activities
- to prevent a pupil leaving a safe environment where this would pose a risk to their safety
- to remove a pupil from a situation where their behaviour is placing others at risk

Any use of physical intervention will:

- be a last resort, after other strategies have been attempted where possible
- use the minimum force necessary and for the shortest time possible
- be carried out in a way that maintains the safety, dignity and wellbeing of all involved
- only be undertaken by staff who are appropriately trained and authorised, in line with local authority guidance

All incidents of physical intervention will be:

- recorded accurately and promptly
- reported to parents/carers
- reviewed by leaders to ensure that practice is safe, proportionate and in line with policy

Where physical intervention is used, consideration will be given to any underlying needs, including SEND, SEMH or safeguarding factors. Appropriate follow-up support will be provided to pupils to help prevent recurrence and promote positive behaviour. This approach is in line with Department for Education guidance, which states that reasonable force may be used to prevent injury, damage or serious disruption, and should always be proportionate and necessary.