



PUPIL BEHAVIOUR POLICY

Policy reviewed and agreed by: Teaching, Learning and Inclusion Committee
Date: June 2026
Next review: June 2027

1. Vision and Ethos

At Goring CE Primary School, our behaviour policy is rooted in our Christian vision and values. We believe every member of our school community is created in the image of God and is therefore deserving of dignity, respect, encouragement and care.

Our approach to behaviour supports pupils to:

- flourish academically, socially and spiritually
- take responsibility for their actions
- demonstrate the values of Belong, Believe and Achieve
- contribute positively to our school community

This policy reflects the expectations set out in DfE Behaviour in Schools (2024) guidance.

2. Aims of the Policy

This policy aims to:

- create a safe, calm and purposeful learning environment
- ensure consistent expectations across the school
- ensure pupils are taught how to behave well
- support pupils to regulate behaviour
- provide clear consequences when expectations are not met
- ensure fairness and consistency
- support staff confidence in managing behaviour

3. Behaviour Curriculum

Good behaviour is explicitly taught.

Pupils are supported to understand:

- how to listen respectfully
- how to follow instructions
- how to work cooperatively

- how to resolve disagreements
- how to move safely around school
- how to behave during worship, learning time and playtime

Adults model expected behaviour at all times.

4. Expectations

All members of the school community are expected to behave in a respectful and safe manner.

Expectations apply:

- in classrooms
- during collective worship
- at break and lunchtime
- when moving around school
- on school trips
- when representing the school
- online where behaviour affects school life

5. Roles and Responsibilities

Governors:

- review behaviour data
- ensure statutory compliance
- support school leaders

The Executive Headteacher and Deputy Headteachers:

- ensures consistency of implementation
- monitors behaviour systems
- may authorise suspensions and exclusions
- ensures staff training

Staff:

- model expected behaviour
- teach behaviour explicitly
- apply consequences consistently
- record significant incidents

Pupils are expected to:

- follow school expectations
- try their best
- treat others with respect

Parents are expected to:

- support school expectations
- work in partnership with staff

6. Positive Behaviour Support

Positive behaviour is recognised through:

- verbal praise
- recognition in class
- house points
- certificates
- responsibilities

Recognition reinforces the behaviours we wish to see.

7. Structured Consequences System

Where behaviour falls below expectations, staff follow the structured response below.

Consistency is essential.

Stage 1: Reminder

A calm reminder of the expected behaviour.

Example:

“Remember we are being respectful listeners.”

Stage 2: Warning

Clear warning that behaviour must change.

Example:

“This is your warning. If this continues, you will move to reflection time.”

Behaviour is recorded where appropriate.

Stage 3: Reflection Time

Short removal within classroom or partner classroom.

Purpose:

- regulate behaviour
- reset expectations
- restore learning focus

Stage 4: Loss of Privilege / Restorative Reflection

Examples:

- missed part of break or lunchtime
- restorative conversation
- completion of missed learning

Parents may be informed.

Stage 5: Deputy Headteacher Support

At this stage:

- incident recorded
- senior staff involved
- behaviour reviewed
- parents informed

Support strategies may be introduced.

Stage 6: Internal Suspension (Internal Exclusion)

Internal suspension may be used when behaviour:

- significantly disrupts learning
- affects safety
- persists despite earlier stages

Pupils:

- remain supervised
- continue learning
- complete reflection work

Parents are informed.

Duration is proportionate and recorded.

Stage 7: Suspension

The Executive Headteacher may suspend a pupil in line with statutory guidance.

Parents are informed immediately.

Governors are notified as required.

8. Serious Behaviour Incidents

Serious incidents may move directly to senior leader involvement.

Examples include:

- physical aggression
- discriminatory language
- unsafe behaviour
- bullying
- deliberate damage

Responses are proportionate and recorded. Parents will be informed.

9. Internal Suspension Procedures

Internal suspension provides a structured response when behaviour:

- disrupts learning significantly
- risks safety
- requires removal from class

During internal suspension:

- pupils remain supervised
- work continues
- reflection is supported
- reintegration discussion takes place

Records are maintained.

Parents are informed.

10. Support for Pupils with Additional Needs

Reasonable adjustments are made for pupils with:

- SEND
- SEMH needs
- additional vulnerabilities

Adjustments may include:

- adapted expectations
- movement breaks
- alternative regulation strategies
- support plans

Consequences remain predictable but proportionate.

11. Behaviour Outside School

The school may apply sanctions when behaviour outside school:

- affects school reputation
- impacts pupils or staff
- involves online behaviour

12. Searching, Screening and Confiscation

Staff follow DfE guidance when searching pupils or confiscating items.

Prohibited items may be removed where necessary to maintain safety.

Parents are informed when appropriate.

13. Recording Behaviour

Significant behaviour incidents are recorded on CPOMS.

Recording supports:

- safeguarding

- monitoring patterns
- early intervention
- communication with parents

Senior leaders review behaviour data regularly.

14. Suspension and Exclusion

Suspensions and exclusions follow the exclusion policy which is based on statutory guidance.

They are used only when necessary and proportionate.

Governors are informed as required.

15. Reintegration

Following suspension or internal suspension:

- reintegration meetings take place
- expectations are clarified
- support strategies are agreed

The aim is successful return to learning.

16. Monitoring and Review

This policy is reviewed annually.

Leaders monitor:

- behaviour data
- pupil voice
- staff feedback

The governing body reviews impact regularly.